ERIC Document Resume | **See Instruction Sheet** | **DATE OF RESUME** | **DATE RECEIVED**

A. PUBLICATION DATA

1. ERIC NUMBER: ED001795

2. ORIGINATOR CONTROL NO(S).: NA

3. IDENTIFICATION NO.: Special Bulletin #2

4. AUTHOR(S): Kansas City, Missouri, Public Schools

5. TITLE OF DOCUMENT ABSTRACTED: Curriculum Guide for the Work-Study Program Grade Nine

6. PUBLICATION TITLE: NA

7. EDITOR(S): NA

8. PLACE OF ORIGIN
ORG. Public Schools
ST.
CITY, STATE Kansas City, Missouri
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Public Schools
Kansas City, Missouri

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	Aug 62	110

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☒

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

adapted curriculum	basic skills	potential dropout		
low achievers	student attitudes	secondary schools		
work study	learning activities	guidance		

17. ABSTRACT (MAX. 250 WORDS)

The curriculum base should relate to the regular curriculum and to the pupil's ability, to the end that he may not be set apart from his peer group in the junior or senior high school setting. Such a guidance-centered approach has several general objectives. It should help the boys achieve self-understanding through realistic values and goals. Basic skills in language, reading, and writing are emphasized. Students should develop good habits and attitudes. The courses should allow each boy to explore the cultural and occupational opportunities available to him.

The effective teacher knows his pupils very well. Many are sensitive about their inability to read and about criticism. Some are loud while others are unusually quiet.

It is important for the curriculum to appear practical in nature. Very little can be expected in written work. Reading should begin at the pupil's reading level. The teacher should seek continuously to build vocabulary.

The units are designed to help students learn through their experiences. Each unit is outlined according to content and suggested learning activities. Units have titles such as "A Real Guy Understands Himself and Others," "A Guy Never Gets Ahead in Reverse," "Put It in Writing," and "Be Your Own Life-Builder."

A list of teacher references accompanies the text.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

2

h9cg
A1
M
1962
150

ED001795

Return to
CURRICULUM LABORATORY
721 Capitol Avenue, Room 455
Sacramento 14, California

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED
DEC 29 1964
CURRICULUM LABORATORY
California State Department of Education

SECONDARY CURRICULUM

SPECIAL BULLETIN NO. 2

CURRICULUM GUIDE
for the
WORK-STUDY PROGRAM

Grade Nine

August 1962

Kansas City, Missouri, Public Schools

RECEIVED
DEC 29 1964
CURRICULUM LABORATORY
California State Department of
Education

This Work-Study curriculum bulletin is the second in the sequence of the work-experience project for boys who are potential school drop-outs. The project is a cooperative venture of the Kansas City, Missouri, Public Schools, the Kansas City Association of Trusts and Foundations and the Ford Foundation.

BOARD OF EDUCATION

Wentworth E. Griffin, President
Homer C. Wadsworth, Vice-President
James M. Kemper, Jr.

Henry Poindexter
Mrs. James A. Reed
Mrs. Tom J. Stubbs

James A. Hazlett
Superintendent of Schools

Verne L. Pickens
Assistant Superintendent of Schools
In Charge of Practical Arts

Arthur W. Gilbert
Assistant Superintendent of School
In Charge of Instruction

Joseph G. Bryan
Director of Secondary Education

Staff - Work-Study Program

Bernard C. Greene, Director

Winton M. Ahlstrom
Senior Research Associate

Donald A. Joslin
Junior Research Associate

Curriculum Production Committee

Gordon E. Wesner, Director

John Dix
Vestal Maze
Dewey H. Miner

Teaching Staff - Work-Study Program

Mrs. Margaret Cato
Kyle Conway
Mrs. Maxine Hankins Grayson
Miss Ella Marie McGinnis

Ray Naudet
Mrs. Grace Williams
Jerome Winegar

Gordon E. Wesner
Assistant Director - Secondary Curriculum

TABLE OF CONTENTS

	Page
Introduction	9
General Objectives	11
Suggestions to the Teacher	12

Work-Study Resource Units - Grade Nine

Unit I.	A Real Guy Understands Himself and Others	14
Unit II.	Plot a Road Map for Living Together	18
Unit III.	The Human Body Operates as a Machine	22
Unit IV.	It Takes a Healthy Body to Fight Disease	25
Unit V.	Got a Problem? Wait 'til You Hear About Mine	30
Unit VI.	The Good Worker Should Get His Money's Worth	35
Unit VII.	The Clean City Stays Healthy	40
Unit VIII.	Your Government - U.S.A.	46
Unit IX.	A Guy Never Gets Ahead in Reverse	53
Unit X.	How to Get a Street Named After You - Adventuring	56
Unit XI.	Take Care of It Today or Lose It Tomorrow	60
Unit XII.	Real People and Far Away Places	65
Unit XIII.	Enjoy Newspapers, Radio and Television	72
Unit XIV.	Put It in Writing	76
Unit XV.	Open the Door to Job Opportunity	82
Unit XVI.	Be Your Own Life Builder	87
Appendix A.	Professional Bibliography	94
Appendix B.	Style Sheet for Written Work	98
Appendix C.	Anecdotal Record Forms	103
Appendix D.	Spelling List	107

BLANK PAGE

INTRODUCTION

Work-Study Curriculum - Grade Nine

This proposed tentative curriculum for ninth grade boys is an experimental program under the direction of the Work-Study Project of the Practical Arts Division and the Secondary Curriculum department of the Instructional Division.

The aims of the research project are to:

1. Build better pupil self concepts and self understandings by establishing more realistic goals.
2. Improve basic skills in reading, speaking, listening, writing and computation.
3. Develop success habits and attitudes toward work and job activities.
4. Provide a functional curriculum that will meet pupil needs.
5. Establish a school climate that will help improve pupil social and emotional adjustment to our democratic culture.
6. Encourage the pupil to explore wholesome recreational and vocational opportunities.
7. Develop a functional knowledge of our government and the American heritage.
8. Recognize the importance of science in daily living.
9. Develop an understanding of the pupil's role as a consumer and as a worker in industry.
10. Encourage worthy home and family relationships.

The curriculum is structured in flexible patterns to help meet the needs of each individual pupil. However, the curriculum base should relate to the general ninth grade curriculum and to the pupil's ability, to the end that he may not be set apart from his peer group in the junior or senior high school setting.

In identifying and understanding these pupils, teachers should be constantly aware of the following pupil characteristics:

- -poor reading abilities and habits
- -poor work-study habits
- -lack of interest in school and school work
- -poor attitudes
- -irregular school attendance
- -poor mental ability
- -poor achievement record

Each teacher should carry on a guidance-centered approach to the class group and a counseling-centered approach to the individual pupil. Anecdotal records and accounts for each pupil should be kept with the focus upon growths and progress made (Refer to Appendix C). Such growths should be known by the pupil and can serve well as a basis for personal conferences. Here also is place for helping the boy interpret his growth to the parents.

Teachers in the Work-Study Project should feel free to seek the assistance of their school administrators and staff personnel, and the special services of the Secondary Curriculum and all of the departments will lend any assistance tha can be of value to the teachers as the project advances.

Work supervisors and assistant supervisors in the work part of the project shoul strive to bring out and develop desirable potentials of these pupils. The goals of the program are to stimulate in the individual boy the following qualities:

-neat personal appearance
-punctuality
-dependability
-ability to work with others
-personal application on the job
-cooperativeness and initiative
-enthusiasm for work and its rewards

These qualities will tend to equip each individual boy to better meet the challenge of today's social world.

Finally, it is essential that the classroom teacher and the work supervisors consult and plan cooperatively so that the best results may be attained for both the in-class learning activities and in the pupil work-experience to the end that the basic hypothesis can be tested.

Gordon E. Wesner
Secondary Curriculum

General Objectives

1. To build self-understanding and self-confidence in these boys in order to help them select and achieve realistic values and goals
2. To increase their competence in the basic skills of listening, speaking, reading and writing
3. To develop in these boys good habits and attitudes toward school work and work activities
4. To help the boys improve their emotional and social adjustment through guidance and the study of selected areas of social living and health science
5. To provide opportunities for each boy to explore the cultural and occupational opportunities available to him in our democratic society
6. To help these boys become aware of personal growth and values which can result from participating in wholesome recreational activities

Suggestions to the Teacher

The Work-Study Curriculum Guide will be used most effectively if the teacher acquaints himself with the materials in each unit and selects from it what is most appropriate for his particular group of boys. This should be done in a manner that will make it possible to contribute to the development of several skills and promote improved learning attitudes.

In the area of language arts, a unit may well involve good usage, written work, library reference work, improving reading skills as well as reading for enjoyment. The teacher should feel free to cut across strict subject matter lines as he attacks a unit of work or as a desirable change of pace is needed. Good procedure should not be just "covering the course of study" but rather it should serve as a "base" of operation from which the teacher can expand learning experiences in a good climate for the learner.

A regular weekly schedule for certain types of work assigned to definite days of the week is very reassuring for this kind of boy. Such definite planning will give him a sense of order and direction and a security that often comes from routine. But the routine, while regular, should be flexible rather than rigid. Note that one day's activities often lead up to or include practice in the skills to be developed for another day.

The effective teacher learns something new about his pupils every day. These boys are individuals with the same basic needs and interests as all children. The following traits, however, are found to be present in many of the boys in varying degrees:

Physical

Like to touch things
Is frequently absent
Appearance cannot be depended upon to indicate ability

Mental

Is sensitive to inability to read
Has learned responses to categorical questions such as "Can you read?"
Has short attention span
Experiences difficulty in completing written work
Is precise on some minutia
Likes repetition such as in rote memory work, or structures work
Is unable to formulate own goals
Is dependent - likes to be told what to do by teacher
Cannot think through or follow steps
Needs frequent reminders in varying forms
Forgets easily and quickly
Procrastinates
Is deeply dramatic and the intensely illustrative impresses, instructs and motivates him emotionally.

Emotional

(Many of these characteristics apply to all types of learners.)

Is sensitive to criticism

Appears lazy and indifferent in order to conceal inability to comprehend
May giggle uncontrollably
Responds violenty to weather
Is sensitive to the feelings of others - at least expresses emotions because he has fewer inhibitions
Likes primary colors - splashy - indicative of maturity typical of fourth grader - fewer inhibitions
Doesn't know how to correct or erase errors - often covers them over with color or erases imperfectly
Is deficient in responsibility for his own actions such as wandering about the room, chewing on pencils, sharpening pencils to the end, squirming in seat, tapping pencils, and coming unprepared with no materials
Needs definite firmness, but with kindness and fairness (teacher needs patience)
May be very loud or unusually quiet and withdrawn from the group
Is emotionally unstable
Expresses very definite likes or dislikes
Has great lack of relative values, sees the immediate but not long term, can't see cause and effect
Does not possess self-control or the present ability to attain it
Responds positively to smiles, kindness, and praise
May look and act resentful and antagonistic - even when not feeling this way
Will shame and fear an incorrect behavior
May be sullen after a reprimand but forgets quickly
Is likely to argue explosively and expand unimportant points to favor his own argument (more typical of remedial than retarded)
Is impulsive and impatient

Social

Is ardently loyal once this feeling has been achieved
Prefers individual instruction rather than much verbalizing from teacher
May be on the defensive until he knows you are "with" and "for" him
Likes to help teacher - such as running errands
Enjoys doing things with a fellow student
Is quick to sense moods and personal responses of others
Enjoys helping other students
Appreciates individual help more - many are not ready for group activity
Rejects imperfections in material and supplies more readily and more emphatically than does a student of more ability - he wants one like those the others were given, rather than objecting to the imperfections themselves

The following suggestions should be helpful in working with your Work-Study Group:

1. Stress practical use of the dictionary.
2. Be practical concerning grammar.
3. Do not expect much or well-done writing.
4. Do try to develop a critical attitude toward written material.
5. Do not expect too much memory work.
6. In reading, begin where the pupil is. Do not assume anything.
7. Select reading materials according to the pupils' reading abilities and interests.
8. New words and concepts need much explaining.
9. Quizzes need to be simple in form and direction.
10. Individualize assignments and work as much as possible.
11. Be liberal and patient with careful explanations.
12. Seek continuously to increase their vocabulary and to extend their world of learning experiences.

Resource Unit I.: A Real Guy Understands Himself and Others

Suggested Time - One and One-Half Weeks

Overview

Awareness of his possibilities for progress and the joy of working with others should help the student make a good beginning. The use of standardized and informal tests is helpful in determining his needs. Good rapport between teacher and student should be developed as early as possible in the year.

Objectives

To help the student understand himself and his needs.
To direct his activities in learning and working with others

Outline of Content	Learning Opportunities
A. A new beginning	Discussion of sentences completed by students: the student himself, his family, his activities.
B. Text: Colton, Davis, and Hanshaw: *Living Your English* pp. 1-12.	Discovering mistakes in written work. Using Capital letters Introducing yourself Draw a plan of the school. Locate the following: selected classrooms, auditorium, cafeteria, office, library, etc.
C. *Living Your English* pp. 13-25	End punctuation: period, question mark, exclamation mark. Continue work on commas.
D. Speaking and listening Vocabulary: attitude beginning capitalization capital letters challenge courtesy period punctuation question mark sentence together	Try role-playing such as meeting new friends, helping someone who needs help, or an example of courtesy. Discuss personal courtesies and individual responsibilities for working together.

In a telephone conversation state orally what you like best about your school. (Volunteers)

Survey Sheet for Each Boy to Fill Out

1. Today I feel ____________________.
2. When I have to read, I ____________________.
3. I get angry when ____________________.
4. To be grown up ____________________.
5. My idea of a good time ____________________.
6. I wish my parents knew ____________________.
7. School is ____________________.
8. I can't understand why ____________________.
9. I feel bad when ____________________.
10. I wish teachers ____________________.
11. I wish my mother ____________________.
12. Going to the dentist ____________________.
13. To me, books ____________________.
14. People think I ____________________.
15. I like to read about ____________________.
16. On week ends, I ____________________.
17. I don't know how ____________________.
18. To me, homework ____________________.
19. I hope I'll never ____________________.
20. I wish people wouldn't ____________________.
21. When I finish high school ____________________.
22. I'm afraid ____________________.
23. Comic books ____________________.
24. When I take my report card home ____________________.
25. I am at my best when ____________________.
26. Most brothers and sisters ____________________.
27. I'd rather read than ____________________.
28. The future looks ____________________.
29. When I read math ____________________.
30. I feel proud when ____________________.
31. I wish my father ____________________.
32. I like to read when ____________________.

33. I would like to be ______________________________.

34. For me, studying ______________________________.

35. I often worry about ______________________________.

36. I wish I could ______________________________.

37. Reading science ______________________________.

38. I look forward to ______________________________.

39. I wish someone would help me ______________________________.

40. I'd read more if ______________________________.

41. Special help in reading ______________________________.

42. Every single word is ______________________________.

43. My eyes ______________________________.

44. The last book I read ______________________________.

45. My mother helps ______________________________.

46. Reading in high school ______________________________.

47. My father thinks reading ______________________________.

48. I read better than ______________________________.

49. My father helps ______________________________.

50. I would like to read better than ______________________________.

Culminating Activities

Write sentences about some of your classroom friends. Use words or expressions which best describe these friends. Discuss these in class.

Write not more than five sentences concerning the things you like most about your school.

Tell what living person you would like most to be and why.

Evaluation

As a student am I adjusting well in this new situation? Am I growing?
As a teacher have I helped the boys orientate themselves?
Is a good class climate in the process of development?
Are we beginning to work together as a team?
Now what can we do to improve our school?

Resource Materials

Heavey and Stewart, Teen Age Tales

Billett and Yeo, Growing Up

Brown, Howard E., Getting Adjusted to Life

Hanna, Lavone A., Facing Life's Problem

Jenkins, Bauer, Shacter, Teen-Agers

Audio-Visual Instructional Materials:

00-167	Act Your Age
0-487	Attitudes and Health
0-915	Developing Self-reliance
0-537	Everyday Courtesy
00-240	High School: Your Challenge

Resource Unit II.: Plot a Road Map for Living Together

Suggested Time - Two Weeks

Overview

In this basic unit we describe concretely and specifically the presence of problems in everyone's life and the steps in solving or in living with these problems in a democratic way. The place of our fundamental social institutions and our importance in following through as citizens in a democracy are developed functionally.

Specific Objectives

To help students recognize the importance and contributions of our fundamental social institutions in American democratic society.

To sell students on their importance and opportunities to maintain and extend freedom through assuming responsibilities as citizens in a democracy.

To stimulate students to read, discuss, and observe so that they are aware of developments in their own neighborhoods and communities.

Outline of Content

A. The home provides a place to learn good social growth patterns

1. A wealth of services
    - a. Heritage
    - b. Protection
    - c. Entertainment
    - d. Learning
    - e. Character development
2. Certain influences affect the home.
    - a. Marital status
    - b. Transportation
    - c. Amusements
    - d. Working mothers
    - e. School
    - f. Church
    - g. Social groups

Learning Opportunities

See text: Arnold, Bank, and Smith: Building Our Life Together

Have students engage in role-playing involving good and bad home situations. This should include both group and individual actions.

Motion Pictures:

0-567	Your Family Budget
00-178	You and Your Parents
00-232	Alcoholism
0-538	Family Life
00-400	Parents Are People
0-199	House I Live In

Outline of Content

B. The school contributes much to students as they grow and develop.

1. Education, what it means and it helps students.
   - a. Working tools
   - b. Open doors
2. School, one means of education
   - a. Other ways
   - b. Sources and organizations
3. School problems
   - a. Increasing enrollments
   - b. Teachers
   - c. Curriculum
   - d. Student programs
4. School and government
   - a. Local control
   - b. State responsibility
   - c. National influence
5. Making school pay
   - a. Planning a program
   - b. Developing a personality
   - c. Practice makes perfect

C. The church is a basic foundation.

1. The church affects many areas
   - a. Individual
   - b. Family
   - c. Community
2. The church and government
   - a. Freedom of religion
   - b. Separation of church and state

Sound Film Strips:

FO-82 __Older Teens and Family Relationships__ (F. S. and record)

FO-83 __Younger Teens and Family Relationships__ (F. S. and record)

Learning Opportunities

See text.

Look into the various social and academic functions of the school. Try to help students evaluate which activities will benefit their growth and development.

Anthology:

__Adventures for Today__, Clark and Patell

__Then Came July__, p. 456

__The Leader of the People__, p. 496

Motion Pictures:

OX-53	__Secure These Blessings__
00-316	__Defining Democracy__
00-4	__Citizenship and You__
00-549	__Education in America__ (17th and 18th Centuries)
00-550	__Education in America__ (19th Century)
00-551	__Education in America__ (20th Century)

See text.

Chart the location of various churches in the community. Have members from each group explain basic beliefs and community activities as projects of some church congregation.

__Adventures for Today__, Sunday afternoon, p. 30

Motion Pictures:

0-44	Boundary Lines
00-607	Brotherhood of Man
00-359	Major Religions of the World

D. The community is a place to live, grow, and develop.

1. Gains from community living
    a. Companionship
    b. Protection
    c. Work
    d. Gains resulting from sacrifices.

2. Community make-up
    a. Neighborhoods
    b. Schools
    c. Churches
    d. Parks
    e. Playgrounds

3. Kinds of communities
    a. Local
    b. State
    c. National
    d. World
    e. Rural
    f. Rural-non-farm
    g. Urban
    h. Suburban

4. Successful communities
    a. Local and state
    b. National and world

Vocabulary:

amusements
curriculum
character development
heritage
marital
religious freedom
rural
social groups
suburban
urban

Using road maps of Greater Kansas City and Missouri, locate various points of interest. Indicate how you would travel from your home or our school to important areas or centers of our city.

Motion Pictures:

0-673	Our Community
00- 87	Place To Live
0-184	Cities: How They Grow
00-305	Rules and Laws

Adventures for Today, The Secret of Living, p. 119

Rookie Cop, p. 282

Culminating Activities

Using such films as Sound of a Million (OX-121) and Make Way for Youth (00-66), have students account for the growth of Kansas City and the 'teen-age community centers.

Have students keep a record or diary of their responsibilities and achievements as citizens.

Evaluate students' growth in civic attitudes, behavior, and skill in reacting to outline of content as a result of individual and committee reports and role-playing activities that are carried on in class.

Evaluation

Through frequent check tests determine students' knowledge of minimum essentials and key word meanings.

Observe the effects of informal discussions on individual attitudes concerning group or community problems. Have students describe and offer suggestions for improvements in democratic institutions and democratic practices.

Evaluate through records and activities growth in democratic give-and-take of students in the classroom and community.

Resource Materials

Arnold, Banks and Smith, Building our Life Together - Row, Peterson

Clark, Edmonson, Dondineau, Civics for Youth - Macmillan

Guidance Series Booklets: Science Research Associates
57 West Grand Avenue
Chicago 10, Illinois

Study your way through School
What Good is High School
How to Live with Parents
Getting Along with Brothers and Sisters
Building Your Philosophy of Life

Spence, Hartzell, "The Story of Religions in America" - Reader's Guide (A series of articles in Look Magazine beginning in 1957)

Zelomek, A. W., A Changing America: At Work and Play - Wiley (Chapter 6, Suburbia)

Audio-Visual Instructional Materials:

OX	It's Your America
0-673	Our Community
0-629	Make Mine Freedom
OX-64	Cowtown, U. S. A.
00-603	Story of the Pilgrims (pt. 1; Pilgrims Tales)
00-604	Story of the Pilgrims (pt. 2; Pilgrims Tales)

Professional Aids

Professional Bibliography - See Appendix A.

Resource Unit III. The Human Body Operates as a Machine

Suggested Time - Three Weeks

Overview

When we buy an automobile it means that we are going to have to take good care of it because it is expensive and must last us for a long time. In addition, an automobile that is in good condition gives us better service and is something of which we can be proud. If this is true for the automobile, it is much more true of our bodies, since this is the body we will have to live with for the rest of our lives.

Objectives

To give the student an idea of the marvelous nature of the human body

To teach the student the necessity of taking good care of his body

Outline of Content	Learning Opportunities
A. The bones of our bodies give us the general shapes that we have.	See the textbook, Your Biology, by Smith and Lisonbee, Harcourt, Brace and Company, Pages 184, B and C.
1. Parts of our bodies are protected by the skull, ribs, pelvis and backbone.	See Pages 189 and 190, text.
2. We can move parts of our bodies because of the bones in our arms and legs, hands and feet, and fingers and toes.	Use Motion Picture: 0-1138 Human Body: Skeleton 0-712 Skeleton, The 0-974 Spinal Column 00-391 Human Machine 0-343 Muscles and Bones of the Body
	See Page 60, text.
B. Our muscles and tendons guide the movements of our bodies.	See Pages 184, D, E, F, and G.
1. Such muscles as the biceps can be controlled.	Ask some of the boys to display their biceps muscles.
2. The heart muscle we can not control.	Use Motion Picture: 0-403 Heart, Lungs and Circulation 0-190 Heart and Circulation 00-378 Heart: How It Works OX-112 Hemo the Magnificent, Parts I and II 0-872 Wonder Engine of the Body

Outline of Content	Learning Opportunities
	See Page 178, text. See Page 182, 184, H and I.
C. The organs are important specialized parts of our bodies.	See Pages 184 P, 213, and 234. Text.
1. Brain	
2. Digestive system	Use Motion Picture: 00-503 Human Body: Digestive System See Pages 143, 149, 184 N and O, 225, text.
3. Excretory System	See Page 194, text Use Motion Picture: 00-661 Human Body: Excretory System
4. Reproductive System and Veneral Disease	By discussion, orient the boys for a serious and frank study. Telephone VIctor 2-7535, The Kansas City Social Health Society and ask for the services of Mr. P. K. Houdek, Executive Secretary. This includes discussion, questions and answers from boys, showing of motion picture on Human Growth 00-163. Use Motion Pictures: 0X-236 Early Marriage 00-52 Human Reproduction 00-734 Choosing Your Marriage Partner
D. Heredity	Discuss with the boys the importance of heredity, indicating the characteristics they have that are hereditary. See Pages 346-352. Use Motion Picture: 00-446 Human Heredity 0-1121 Cell-Structure Unit of Life 0-1011 Color of Man

Vocabulary:

skeleton
recessive
pelvis
excretory
biceps
artery

dominant
intestine
circulatory system
reproduction
tendon
vein

Culminating Activities

Make a comparison of the rate of heart-beat of a boy while he is at rest, and then repeat the rate count after strenuous exercise. In each case compute the number of beats per hour. Also make a computation of how many more beats will occur in one minute after exercise - use of arithmetic computation may be developed in the total learning stiuation - multiplication and division.

Evaluation

Give an informal test on the structure and on the organs of the human body.

Discuss and determine the formulation of the ideas and attitudes toward physical growth and reproduction. After marking the test, follow up with a careful correction of errors made. A summary film may be useful here.

Resource Materials

Abrahams, Adolph, *The Human Machine*, Penguin, (85¢)
Carlson, Anton J., and Victor E. Johnson, *Machinery of the Body*, University of Chicago, 1953
Snyder, Laurence H., and Paul R. Davis, *The Principles of Heredity*, Heath, 1957

Audio-Visual Instructional Materials

00-414	*Biography of Unborn*
0-84	*Control of Body Temperature*
0-123	*Endocrine Glands*
00-180	*It's the Brain that Counts*
0-327	*Posture and Exercise*
0-974	*Spinal Column*

Professional Bibliography

Some Questions and Answers about V. D.
American Social Health Association, 1790 Broadway, New York 19, New York. Fourteen most commonly asked questions and answers. (Folder - $1.00 per 100)

Venereal Diseases - Old Plague - New Challenge, by T. Lefoy Richman
Public Affairs Pamphlet No. 292
22 East 38th Street, New York 16, New York
1-9 copies - 25¢ each; less in quantity.
In color, good descriptive graphs, highly informative - 20 pages 5 X 7.

Resource Unit IV. It Takes a Healthy Body to Fight Disease

Suggested Time - Two Weeks

Overview

No one would believe for one minute that a good automobile could be built by using poor and defective parts. If this is true for automobiles, it is surely also true of our bodies. Our bodies are made from the foods we eat. If our foods do not contain the things that our bodies need, we are not going to have sound bodies. If you are reckless with your automobile you may destroy it; the same applies to your body.

Objectives

To impress the boys with the idea that a healthy body is of the first importance

To show the boys the importance of proper foods to a healthy body

To make each boy more aware of his responsibility to care for and to maintain a clean and healthy body

Outline of Content	Learning Opportunities
A. We need foods to get energy.	Suggest to the boys that they read the paragraphs on Page 110, text, and also to examine the pictures on Pages 110 and 111, of the text. Discuss with the boys the needs for energy foods. Use Motion Pictures: 0-83 Consumption of Foods 00-695 How Green Plants Make Food Ask the boys to read the paragraphs in the text having to do with energy foods, pages 113 and 114. Use Motion Picture: 00-370 Your Food 00-117 Story of Bananas 0-396 Story of Dr. Carver 0-155 Fundamentals of Diet 00-120 Sugar Cane
B. Energy Foods can be stored in the body.	Discuss with the students the advantage of having energy foods stored in the body.

Outline of Content	Learning Opportunities
	Point out that, if we allow ourselves to get fat, we are storing some fat and some energy that we do not need to store. Ask boys to read about the storage of food in the body. Page 114, text. 0-143 Food and Nutrition Discuss the "Questions Students Ask" on Page 114 and 115. Suggest to the boys that they might like to do some of the things suggested in the right-hand column, bottom of the page, page 115.
C. We need foods for growth and repair	The building blocks of the body are the cells. Use Motion Picture: 0-527 Cell Division Discuss with the boys the need for proteins in our foods. Use Motion Picture: 0-927 Meat: From Range to Market
D. We need proper foods for building teeth.	Discuss the foods needed for building teeth. Use Motion Picture: 0-411 Developmental Care 0-554 Save Those Teeth 0-533 Dental Health: How and Why Suggest that the boys study the photograph at the top of Page 117. Also examine the photograph at the top of page 116, text.
E. Vitamins are an important part of our diet.	Assist the students in reading the paragraphs about vitamins on pages 118-123. Ask the students to examine the photographs on pages 119 and 120, text.

Outline of Content	Learning Opportunities
	Use Motion Picture: 00-135 Vitamins A, B, C, and D 0-1120 Balance Your Diet for Health and Appearance 00-792 Canned Meat Story Discuss with the boys the photographs on Page 125.
F. Minerals are an essential part of our diets.	Discuss with the boys the needs for iron, iodine, calcium and phosphorus. Examine with the boys the photographs and accompanying information at the top of page 127 of the text.
G. Food Habits are important.	Spend time with the students on the necessity of having good food habits. Use the photographs, tables, and reading opportunities, text, pages 129-141.
H. We need to have the proper amount of rest.	Use Motion Picture: 0-999 Rest and Health Discuss the importance of getting the proper amount of sleep. Time should be devoted to practice in arithmetic. Relate addition and subtraction problems to above items of content.
I. Some diseases are caused by germs.	Discuss the common cold with the class. Use Motion Picture: 0-492 Common Cold 0-646 How to Catch a Cold Ask the boys to make a list of diseases that are caused by germs. Include the kind of germs that causes each disease, see Page 252, text. Call the attention of the boys to the photograph of the tuberculosis germ at the top of page 252, text. Ask the boys to make a list of the ways in which germs are spread, pages 254-255, text.

Outline of Content	Learning Opportunities
	Discuss with the class the work of the Public Health Department, pages 256-257. With the help of a biology teacher, grow a bacterial culture in a petri dish. See pages 260-261, of the text. Use Motion Picture: 0-825 Bacteria: Friend or Foe
J. There are mechanisms in our bodies that kill disease germs.	Discuss with the class the various mechanisms in the body that fight germs. Pages 263-267, text. Use Motion Picture: 0-887 How Our Bodies Fight Disease
K. Some diseases leave us immune to future attack from that same disease.	Discuss those diseases which we have only once, pages 268-269.
L. There are artificial ways of becoming immune to certain diseases.	Discuss those diseases to which we may become immune by "shots" and other treatments. pp 271, text. Use Motion Picture: 0-1054 Health Heroes 0-397 Story of Dr. Jenner 00-308 Story of Louis Pasteur 0-1139 Infectious Diseases and Man-made Defenses 0-323 Pneumonia 0-801 Defense against Invasion
M. There are certain symptoms of disease with which we should be familiar.	Using textbook pages 279-282, discuss certain symptoms of disease. Discuss with the class the necessity of detecting and treating rheumatic fever, Page 288, of the text.

Vocabulary:

bacteria
contagious
immunity
vaccination
germ
sterilization
disease
infectious
antibiotic
symptoms
thermometer
healthy

Culminating Activity

Invite the school nurse to come to the class to talk to the boys on such subjects as the following:

How to keep from giving others your cold
What it means when we have a fever

Evaluation

In an informal manner, give the boys the tests on the following pages in the textbook, pages 115, 123, 140, 252, 267, 282

Resource Materials

Coon, C. S., The Story of Man - Knopf
Howells, W., Mankind So Far - Doubleday
Libby, W. F., Radiocarbon Dating - University of Chicago Press
Moore, R., Man, Time, and Fossils - Knopf

Audio-Visual Instructional Materials

0-777	Atomic Radiation
0-59	Care of the Feet
0-91	Dairy Industry
0-143	Foods and Nutrition

Professional Bibliography - See also Appendix A

Cannon, W., The Wisdom of the Body (New York: W. W. Norton and Company)
Silverman, M., Magic in a Bottle (New York: The Macmillan Company)
Smiley, D., and A. Gould, Your Community's Health (New York: The Macmillan Company)

Resource Unit V.: Got a Problem? Wait 'til You Hear About Mine

Suggested Time - Two Weeks

Overview

In learning to live together we start with a plan (including our individual and group living in class, home, school, and community); we learn to live and work together; we build on social and economic foundations; we make sure the building holds together; we build to meet change; and we learn to build well.

Planning our lives together in a democracy and solving our problems include definite steps in problem-solving and civic action. We must define the problem, exhaust all sources of information, organize the information, weigh the facts, fit the facts into a valid pattern, and try out our conclusions.

In this unit we examine the problems of the handicapped, the wrongdoers, the criminals, and the unemployed. We consider what the community and individual can do about problems concerning health, safety, housing, and juvenile delinquency. Our aim is to see that the student identifies himself with these problems and assumes responsibility for doing something toward solving them.

Specific Objectives

To help students recognize that everyone has problems which must be solved or reconciled individually or collectively

To develop in students correct attitudes and understandings toward people who are physically, mentally, emotionally, or socially handicapped

To reveal the cost in time, materials, and money (and anxiety and heartache) to those who are careless and indifferent toward solving their problems and improving their communities

Outline of Content

A. We study the nature of crime

   1. Definition
   2. Classification of crimes
   3. Causes of various crimes
   4. Comparison of treatments of criminals in the past and present
   5. Relationships with other community problems
   6. Preventive measures

Learning Opportunities

See text, Arnold, Banks, and Smith: Building Our Life Together

Conduct informal discussions on crime under these headings:

a. Its nature
b. Its causes - personal and community
c. Its preventives and/or solutions

Outline of Content	Learning Opportunities
B. We consider juvenile delinquency and what we can do about it. 1. Causes 2. Effects 3. The complexity of the problem 4. What adults and the community can do about it 5. What I can do about it	Hold a panel discussion on juvenile delinquency and apply it to our own community. Use statistics and chart some developments.
C. We survey the work of the police in preventing and handling crime and criminals. 1. Local 2. State - county, town, city 3. Federal 4. International 5. Special police	Consider the possibility and feasibility of an arranged field trip to the police building; have talks and demonstrations by the various department officials such as photography, laboratory and ballistics. Motion Pictures: 00- 36 F. B. I. (17 Min.) 00-409 Supreme Court (18 Min.) Invite resource speakers to talk to the class and report on crime and its treatment. Give reasons for each of the sixteen precautions concerning crime. (Text, pp. 310-311) Use the school library and current materials for special reports either written or oral.
D. We explore the methods of caring for the problem of the handicapped and dependent. 1. Definitions 2. Classifications a. Physically handicapped b. Mentally handicapped c. Provisions for handling the problems	See texts:
(1) Public and private agencies, institutions, and assistance for helping the physically handicapped (blind, crippled, deaf, etc.) to help themselves	Obtain samples of Braille writing for bulletin board displays. What is meant by right attitude toward the handicapped? Write on the blackboard suggestions or guideposts

Outline of Content	Learning Opportunities
(2) Public and private institutions, organizations, and assistance to help the mentally handicapped to help themselves (feebleminded, imbeciles, idiots, morons, and others	for a healthy personality in the prevention of mental illness. Develop underlying or immediate causes. Obtain articles and books about handicapped people. eg., Helen Keller
(3) United Fund agencies and activities	
3. Preventive measures and legal regulations and provisions	
4. The problem of poverty and dependency a. Causes b. Relief for poverty c. Avoiding dependencies	Invite people who are informed in these areas to talk to the class.
E. We learn the relationships of the problems of health and safety to the problems of the handicapped and dependent.	Study chart, "Aid to Handicapped and Dependents." (Give help in reading large numbers)
1. Interrelationship of personal and community problems as to causes, preventives, remedies and solutions	Hold informal discussions of private relief agencies, endowed foundations, and government relief agencies.
2. Comparison of public and private assistance, personal responsibility, and the place of the public schools	List ways in which Kansas City is participating in the Urban Renewal Program.
3. Recent developments and trends	

Vocabulary:

Braille
COE
criminal
cumulative sentence
deaf-mute
defective
dependency
driver's education
feebleminded, imbecile, idiots
felony, misdemeanor
group medicine, socialized medicine
hospitalization
human resources
indeterminate sentence
individualism
insurance, kinds, purposes
juvenile delinquency
legal-aid bureaus
leisure time
mental illness
moron
natural resources
OASI
occupational disease
pauper
poverty
probation
Public Health Service

Vocabulary:

- public housing
- re-creation
- reform
- rehabilitation
- relief
- scientific method
- social problems
- social resources
- space age
- subsistence level
- urban renewal
- vocational training

Culminating Activities

Conduct an informal committee and class discussion on caring for the handicapped and dependents under such headings as: Extent, causes, types, relief, urban renewal and low-rent housing, retirement, social security, and individual responsibility. Who provides the cost of government assitance and services in the long run? Upon whom does one's security and peace of mind ultimately depend? Why?

Construct a graph or illustrative poster to indicate the extent and cost of property and human loss due to fire, accident, and disease. Suggest some preventives and/or solutions to these problems.

Make a chart of poster size to demonstrate to the class the causes for unemployment and suggestions for individual and community action to handle this problem.

Under headings such as government, business, school, home, and private agencies, write or print (and illustrate by pictures or clippings or drawings) concrete suggestions and provisions by which each facility contributes to the prevention or solving of these social problems. Be specific and cite what is done. Make a summary statement of what each one of us should do as an individual citizen in a democracy to safeguard ourselves and protect our community against loss in life and property.

Hold a free-for-all discussion on what your attitude should be toward the police and public officials in their following through on helping to solve our community problems and in protecting our freedoms.

Evaluation

Determine through check-up tests students' knowledge of basic facts, causes, effects, and possible individual and group solutions to the problems of the handicapped and criminal elements of our society.

Observe through activities and projects students' attitudes and understandings of community and personal problems in their communities.

Evaluate students' improvement in adjusting themselves in their thinking and behavior toward problems of employment, health, and safety, recreation, leisure time activities, and individual responsibility.

Evaluate students' skills in thinking through personal and class problems in these areas and in analyzing case studies through to their solutions.

Resource Materials

Arnold, Banks, Smith (text),	Building Our Life Together	Row Peterson Ginn
Bruntz, Smith, et al (text),	Your Life as a Citizen	Ginn
Alilunas, Leo J., Sayre, J. Woodrow,	Youth Faces American Citizenship	Lippincott
Allen, Jack, Stegmeir Clarence,	Civics	American Book
Bard, Harry, Manakee, Harold, Clark, Nadine, Edmonson, James, Dondineau, Arthur	Civics for Americans	Macmillan
Hughes-Pullen, McCrocklin,	Building Citizenship	Allyn and Bacon
Karsch, Robert F.,	The Missouri Citizen: History, Institutions Constitution	State
Krug and Quillen,	Citizens Now	Scott, Foresman
Krug and Quillen,	Living in Our Communities	Scott, Foresman
Rienow, Robert,	Calling All Citizens	Houghton Mifflin

Audio-Visual Instructional Materials

Motion Pictures:

00-30	Diary of A Sergeant	(23 minutes)
00-232	Alcoholism	(22 minutes)
00-538	Mental Health	(12 minutes)
0-53	Building America's Houses	(11 minutes)
0-94	Defending the City's Health	(11 minutes)
00-318	Inflation	(17 minutes)
OX-56	Due Process of Law Denied	(30 minutes)
00-87	Place To Live	(15 minutes)
000-305	Rules and Laws	(15 minutes)
0-794	Understanding the Law	(12 minutes)
OX-185	Magic Highway	(29 minutes)
00-626	Mr. Chairman - Fundamentals of Parliamentary Law	(13 minutes)
00-469	Action For Traffic Safety	(14 minutes)
OX-112	Hemo The Magnificant (1, 11)	(55 minutes)
0-58	Science and Superstition	(10 minutes)

Professional Aids - See Appendix A.

Resource Unit VI.: The Good Worker Should Get His Money's Worth

Suggested Time - Two Weeks

Overview

Our American economy and our private enterprise system are developed in terms of everyday living in our democracy. Large-scale production, relations between employee and employer, trade, money, power, and practical consumer buying and selling should receive major emphasis.

Specific Objectives

To show the students the nature and characteristics of the economic system in which they live

To assist students in their family and community life to improve their budgeting of time, materials, and money

To develop with students better human relations and improved relations between employees and employers

Outline of Content	Learning Opportunities
A. Wise consumers strengthen our free enterprise system 1. Aids given to consumers a. Government help b. Other help 2. Consumers' co-operatives a. Growth b. Critics 3. Consumer planning a. Advertising b. Shopping c. Buying - kinds	See text: Arnold, Banks, and Smith: *Building Our Life Together* Have students become familiar with consumer reports and how to use them in connection with buying Motion Pictures: 0-83 *Consumption of Foods* 0-567 *Your Family Budget*
B. Big business and industry 1. Work produces goods 2. Production factors 3. Large-scale production 4. New ideas in production 5. Big business a. Achievements of private enterprise	Compare early and present-day leaders in business, industry and farming

Outline of Content	Learning Opportunities
b. Characteristics of capitalism c. Abuses of absolute monopolies d. Government controls 6. The farm is a big business a. Large-scale production b. Government aid c. Government control	Motion Pictures: 00-266 What Makes Us Tick 0-209 Industrial Revolution 00-158 Productivity: Key to Plenty
C. Labor and Management working together for a strong economy 1. Conflicts a. Wages b. Working conditions c. Craft vs. industrial unions d. Industrial weapons	Prepare and present a report on the story of labor unions in the United States. Point out their strengths and weaknesses. See how many parents belong to labor unions. Present a socio-drama showing an employee problem being settled with the employer through the use of conciliation, mediation or arbitration
2. Settling Labor-Management Conflicts a. Collective bargaining b. Conciliation c. Mediation d. Arbitration 3. Conflicts affect our economy a. Loss to public b. Loss to employee c. Loss to employer	Motion Pictures: 00-749 Rise of Organized Labor 00-657 Labor Movement: Beginnings and Growth Capitalism Coronet Films Chicago, Illinois
D. Trade, a world wide need 1. Needs for effective Trade a. Demand and supply b. Transportation c. Credit 2. From factory and farm to store a. Producer b. Wholesaler c. Retailer d. Buyer 3. Trade with other lands a. Exports b. Imports c. Common market	List items needed in the construction of an automobile obtained through local, national and foreign trade

Outline of Content

4. Tariff
    - a. High tariff
    - b. Low tariff
    - c. Government and tariff

5. Government aids world trade

6. Government aids domestic trade

C. Money, credit and banking

1. Money
    - a. Kinds
    - b. Exchange
    - c. Value
    - d. Saving
    - e. Buying
    - f. Inflation

2. Kinds of money
    - a. Coin
    - b. Currency

3. Credit buying good and bad
    - a. Definition
    - b. Credit instruments
    - c. Advantages of credit
    - d. Dangers of credit
    - e. Role of credit in our economy

4. Banks and banking
    - a. Services performed by banks
    - b. Organization of our banking system
    - c. Federal Deposit Insurance Corporation (see pay check stubs and see signs in banks)

Learning Opportunities

Motion Pictures:

0-103 Distributing America's Goods
0-105 Distribution of Foods

Have students bring a coin collection

List the advantages and disadvantages of credit buying

List the different kinds of workers in a bank

Motion Pictures:
BANKING SERIES

0-814 Future To Bank On
0-815 How Banks Serve
0-816 Money Talks
0-817 Pay to the Order of
0-818 Using Bank Credit
0-432 Using the Bank
0-456 What is money
0-743 The Mint

Vocabulary:

- arbitration
- boycott
- budget
- buyer
- capital
- capitalism
- closed shop
- conciliation
- consumer
- corporation
- credit
- demand
- economic
- exports
- F. D. I. C.
- imports
- incentive
- mediation
- monopoly
- partnership
- private enterprise
- profit
- proprietorship

Culminating Activities

Use such a film as Productivity, Key To Plenty (00-158) and/or Capitalism (0-525) and ask students to write comments on ideas which they gained. (A true-false test might be devised and given.) In any case, there should be a teacher-led discussion for a clinching of this unit on enterprise.

Summarize on the blackboard several illustrations of student and family budgeting. Help students apply principles and practices of wise consumption to their daily lives.

Have students list the achievements of America and account for these achievements in the light of our people, geography, resources and economy.

Prepare a student dramatization and role-playing projects illustrating actual cases concerning relations between employee and employers, and human relations among their peers.

Evaluation

Through check tests evaluate students' knowledge and understanding of the American private enterprise system and the American economy. (single facets)

Observe students' attitudes and appreciations of the achievements which many of us have taken for granted.

Determine students' growth in understanding capitalism and any potential participation as a consumer or small enterpriser in activities or projects as Junior Achievement or paper carrier.

Evaluate students' ability to get along with each other and with other people on the job and in the community. Refer to the anecdotal record.

Resource Materials

Arnold, Banks, Smith (text), Building Our Life Together - Row, Peterson

Roth, Hobbs, Drake, Living in Today's World - Laidlaw

Resource Materials

Career Opportunities - New York Life Insurance Company
Occupational Briefs - Science Research Associates
How We Live In America - National Schools Committee
(Motion Picture Series) The American Economic Foundation
The Growth of American Industry - National Association of Manufacturers
Working Together - National Association of Manufacturers
Forest Conservation for Missouri Teachers - U. S. Department of Agriculture Forest with Missouri Conservation Commission

Audio-Visual Instructional Materials:

Flannel board materials on "Economics"
Heckman, Harry W., Economics of American Living - Rand-McNally (a series of charts)

Road Maps of Industry - The Conference Board

Motion Picture:

00-267 Backfire

Professional Bibliography - also see Appendix A.

Carskadon, Thomas R., and Soule, George, - United States of America in New Dimension - The Twentieth Century Fund, Inc.
Galbraith, J. K., - The Affluent Socient American Capitalism - Houghton, Mifflin
Sikes, Earl P., Contemporary Economic Systems - Henry Holt

Unit VII.: The Clean City Stays Healthy

Suggested Time - Two Weeks

Overview

A clean city stays healthy and provides for a pure water supply, adequate sewage disposal, and civic planning. Ultimately, the community depends upon the individual citizen to do his part in keeping himself, home and his neighborhood clean and sanitary as he practices the rules of good health and safety.

Specific Objectives

To help students see that a clean and healthy city depends upon individual and group responsibility and civic action

To show students that well thought out planning and follow through is necessary to solve the problems of sewage disposal, adequate water supply, health, safety, sanitation, and civic beauty

To develop in students an appreciation and awareness of the high rating of Greater Kansas City's boulevard system, parks, and recreational facilities

To get across the point that the trends in planning and re-building in our Greater Kansas City area are caused by its citizens and its leaders

Outline of Content	Learning Opportunities
A. It is important to health that we keep the atmosphere in the city as clean as possible.	Discuss the firing of furnaces in which coal is burned. Emphasize the control of the amount of coal and air in the firebox. Point out to the boys that dirty air can be the cause of such illnesses as asthma, eye irritations, and lung diseases. Skin irritations might even be involved. Paper trash should be burned in a suitable trash burner with as little smoke as possible. Garbage should be placed in a closed garbage can, not in the trash burner. Burning garbage makes smoke and obnoxious odors. Discuss the assistance of city officials in helping to reduce the smoke nuisance from factories.

Outline of Content	Learning Opportunities
B. A city should be sure that its water is pure when it reaches our homes.	Point out to the boys the difficulty of keeping one's self in good health in places where there are disease germs in the drinking water. Plan a field trip to Kansas City's water purification system in North Kansas City. Use Motion Pictures: 0-769 Water We Drink 0-435 Water for the Community 0-73 City Water Supply 00-714 Wise Use of Water Resources
C. The raw sewage from our homes, schools, places of business, and factories should not be put into the river causing pollution for the people who live down-river from us. Sewage treatment plants should be built.	Outline to the boys the city's plans for the treatment of sewage before discharging it into the Missouri River. Here you may have a guest speaker from the City's Health department.
D. It is the job of the city to keep the streets and parks clean.	Point out to the boys that they also have a responsibility for helping the city to keep Kansas City clean. They can refrain from throwing trash down in the streets or parks. There are trash cans where we can throw the trash that is left over from a picnic.
E. It takes only a few minutes a day for us to pick up any trash that may be in our yards.	Suggest that the boys keep the trash picked up from their yards and alleys behind their homes.
F. Our homes should be kept clean, because it contributes to the pleasure and satisfaction of living. Rats, mice and insects thrive in and around a home that is not kept clean.	Encourage the boys to help to keep their homes and their school clean. Discuss with the boys the dangers of having rat infestations. Rats do bite children, and they can be a contributing cause of serious diseases. Use Motion Pictures: 00-461 Rabies 00-602 Rabies

Outline of Content	Learning Opportunities
	Point out to the boys that bubonic plague, or the "black death" caused the death of about one-fourth of the people in Europe a few hundred years ago. The disease was carried from rats to people by fleas that lived on rats and then got on people.
G. Mice in our homes carry dirt, and germs into our homes. They soil the areas where we live, and will even build their nests in clothes containers. They will also eat and damage our food.	Discuss with the boys the reasons why it is wise to trap mice, and to take care of garbage and food that attract mice.
H. Insects eat our food, carry diseases to us, and in some cases suck the blood from our bodies.	Point out to the boys the necessity of getting rid of roaches, ants, lice, and bed bugs. Recommend procedures for fighting these pests. Our rooms can be cleared of bedbugs by using proper insect spray in beds, mattresses, cracks in the moulding, floors and furniture. It may take two or three sprayings, a week apart to get rid of all bugs. Concentrate on cracks, corners, under areas in mattress where they can hide, etc. Use Motion Pictures: 00-590 Insect Food 00-481 The House Fly 0-275 Mosquito: Public Enemy 00-720 Secrets of the Ant and Insect World 0-236 Life on a Dead Tree 00-687 Life in the Woodlot 00-597 Life of the Mold 0-94 Defending the City Health 0X-175 Our Town and Our Selves
I. Pigeons can be carriers of disease.	
J. Many diseases are more apt to strike when we are made ill by filthy conditions.	Discuss cleanliness, good body resistance to disease, and living standards. 00-487 Inside Story: T. B. 0-426 Tuberculosis 0X-233 T. B. - Why It Strikes

Outline of Content	Learning Opportunities
K. By clearing the swampy areas near or in our cities, we can eliminate mosquitoes and the diseases they carry.	Some mosquitoes carry the malaria germ from one person to another. Others carry yellow fever from one person to another. Yellow fever caused a delay in the building of the Panama Canal. Use Motion Picture: 0-1067 Panama Canal
L. Weedy areas in and near our cities should be kept mowed	Point out to the boys that asthma and hay fever are caused by ragweed pollen.
M. Poison Ivy should be removed from areas that are accessible to people	On a field trip, point out poison ivy to the boys so that they can avoid it - and the very unpleasant skin irritation that results from coming in contact with it.
N. Rabid dogs can cause deaths in people that are bitten by them	When people place garbage into open containers, they are making a place where stray dogs can get food. Rabies is most apt to be found in unsupervised, stray dogs. A person, who is untreated by a doctor after being bitten by a rabid dog, is almost certain to die from rabies.
O. Planning and beautifying a community is an evidence of civic pride. 1. Most communities were unplanned in the past	Secure, from the City Hall and County Court House, material on city and county planning and report on leading developments to the class.
2. Many communities provide for civic planning today	Obtain material on Greater Kansas City from the Chamber of Commerce and distribute it to the class. Discuss.
a. Civic planning commissions b. Zoning (1) Business (2) Industry (3) Residential (4) Recreational	Invite a representative from the local government to talk on trends in city planning in our area.
c. Plans (1) Spider-web (2) Checkerboard (3) Diagonal (4) Wheel--Washington, D.C.	Have students draw examples of different types of city plans and explain the advantages and disadvantages of each plan.
3. Individual pride and maintaining one's own property in good shape and appearance is necessary	Have students draw plans of their immediate neighborhood and insert proposed changes for health convenience, and beauty.

Outline of Content

Vocabulary:

sewage
disposal
facilities
irritations
nuisance
disease
pollution
filthy
rabies

P. Our governments provide definite services in keeping a clean city.

- A. Local government
  1. Public works departments
  2. Welfare departments
  3. Planning commissions
  4. Water department
  5. Park and recreational departments
  6. Police department
- B. State government
  1. Health department
  2. Welfare department
  3. Interrelationships of local, county, and state agencies
  4. State Department of Education
  5. State police
- C. National government
  1. Department of health, welfare, and education

Learning Opportunities

Refer to the Kansas City Star for pictures and articles on our Greater Kansas City area, our places of interest and beauty, our trafficways, our schools, our hospitals, and other places of commercial and industrial importance.

A sales talk on our city might be developed with drawings and illustrations and presented to the class.

Have students get road maps from filling stations and plan "travel" to different parts of the area (as listed by the teacher). You might do this with students as a game. See who completes assignments first.

Take field trips to various government departments and gather materials on their services. Interview an official and have him report on his work.

Outline of Content	Learning Opportunities
2. Pure food and drug activities 3. Police powers	
D. Private agencies and organizations 1. Red Cross 2. Boy Scouts, Girl Scouts, 4-H, etc. 3. Church and related organizations such as the Salvation Army and the United Fund organizations	Prepare for reports on what private agencies of the United Funds do in providing services and support for a better community.

Culminating Activities

Prepare a bulletin board display which includes illustrations of your government and private health and welfare agencies' at work.

Summarize what citizens should do to maintain a clean and healthy city.

Plan a field trip to several departments of government in the City Hall and arrange for talks and demonstrations.

Report on one's own activity in furthering health, safety, welfare, and sanitation.

Evaluation

Observe through discussions and activities whether students recognize what makes for a clean city, and, their willingness to work for one.

Determine through check tests students' knowledge of their own community services both private and public.

Evaluate whether there have been any changes and modifications in morals, values, and civic attitudes in real life situations.

Resource Materials

Building Our Lives Together (text)	Arnold, Banks, Smith
Pamphlets	Kansas City and Jackson County health departments
Pamphlets	United Funds agencies Red Cross

Audio-Visual Instructional Materials:

0-940	Washington, D. C. - Story of Our Capital -	11 minutes
00-204	Washington, Shrine of American Patriotism	21 minutes
00-433	Missouri, Land of Diversity	20 minutes

Resource Unit VIII. Your Governments - U. S. A.

Suggested Time: Four Weeks

Overview

This is the unit in which we compare, concretely and clearly, democracy, dictatorships, and totalitarianism. Our American heritage is again summarized and related to the everyday lives of citizens. Governments are functionally described as to their services, functions, organizations, and interrelationships.

Freedom through responsibility and the necessity for each generation to discover and help to perpetuate its democratic heritage are developed and illustrated in the lives of the students. A plea is made for sound loyalty and patriotism, for the preservation of our way of life depends ultimately upon the will and actions of our people.

Specific Objectives

To help students recognize that representative democracy and freedom are maintained and perpetuated through informed and active citizens

To stimulate in students appreciations, attitudes, and behavior patterns of functional significance now

To develop in students recognition that democracy includes many groups seeking controls through propaganda, public opinion, and representative governments

To show students that they are citizens now, and, that they will be later on to a large extent what they are becoming now

Outline of Content

A. Democracy is built as government of the people, by the people, and for the people.

1. Characteristics of a democracy that many take for granted
    - a. Assuring rights of individuals
    - b. Sharing political power
    - c. Meeting social needs
    - d. Education for all the children of all the people
    - e. Majority rule
    - f. Rights of the minority

Learning Opportunities

Text: Arnold, Banks, and Smith
Building Our Life Together

Supplementary text: Devereaux, Building Our Democracy (Living America Series, Wagner, 1961)

Use Building Our Democracy, refer to diagrams and pictures which illustrate the American heritage in contrast with some other governments and explain them. Give the main ideas in "More Causes and a Brave Conclusion" and the chapters

Outline of Content	Learning Opportunities
g. Maintaining peace and prospertiy h. Freedom of movement and freedom of choice i. Private property and enterprise	that describe the ideas in the Preamble to the Constitution of the United States.
2. Comparison of democracy with the "Isms" reveals political and economic differences	
a. Socialism is government ownership of the factors of production and such industries and areas as our factories, stores, utilities, medicine, transportation and communication facilities, etc.	Refer to "Human Rights, Correlative Teaching Units for the High Schools of Missouri." (The Missouri Commission On Human Rights, 1959)
b. Fascism is extreme government control regulation, and taxation of business, industry, and people. Fascist Italy was a dictatorship.	
c. Communism becomes in practice today a dictatorship and a totalitarian government controlling the political, economic, and personal lives of its people. Military and police power and a one-party system forceably controlled.	Show and discuss the film, America The Beautiful (00-182), and describe your feelings and ideas on it.
3. Dangers and enemies of a democracy a. Indifference b. Disrespect and disobedience of the law c. Prejudice and hatred d. Lack of assuming one's responsibility e. Dictatorship and totalitarianism f. Government as master of the people and with an aim of world domination such as Russia	Refer to Resource Unit on Patriotism (September 1961) for suggestions and materials on democracy, observation of special days, flag observation, etc.
B. Our federal system of government (representative democracy, republic) provides many services and performs various functions at various levels.	See texts. Refer to charts and diagrams in the textbooks and interpret them as to services and responsibilities.

Outline of Content	Learning Opportunities
1. The Federal Constitution is the supreme law of the land. 2. Local governments touch us most closely. a. Five types (1) Municipality (2) Village (3) Township (4) County (5) District	Using large citizenship charts such as those by Denoyer-Geppert and others, point out and discuss facts on our governments.
3. Functions and services of State government a. Provides roads and building b. Regulates marriage and divorce c. Supervises and helps support education d. Inspects food and health facilities in co-operation with local and national agencies e. Provides eleemosynary institutions f. Controls certain police powers	Sound filmstrip: Teaching State Constitution of Missouri (FO-55)

(Refer to special curriculum bulletin and special materials for the study and final testing on Missouri Constitution.)

Outline of Content	Learning Opportunities
4. Powers of the national government a. Regulates interstate commerce b. Levies taxes c. Builds highways d. Maintains the army and navy - defense e. Coins money f. Inspects and regulates matters concerning weights and measures, health, and business and industry g. Provides for the general welfare h. Establishes post offices	Refer to charts and diagrams in textbooks and other materials and clinch ideas and facts on governments.
5. Interrelationships and concurrent powers of governments a. Taxation b. Health facilities c. Highways d. Safety	
6. Special problems, delegated and reserved powers	

Outline of Content	Learning Opportunities
a. Private vs. public ownership b. Welfare, private; public; personal	
C. We need a bill of rights based on a bill of duties.	See texts.
1. A summary of the meaning of America 2. The true meaning of patriotism 3. Responsibility is only safeguard for freedom in the long run	Reading a short treatise such as Stephen Vincent Benet's America, list and/or state in a paragraph what America means to you.
D. We need to know, appreciate, and understand America.	See texts.
1. A summary of the meaning of America 2. The true meaning of patriotism 3. Responsibility is only safeguard for freedom in the long run	How would you answer a student's statement that we should not be patriotic because it would interfere with one's greater loyalty to the world? Relate this to America's principles and practices and what she has done for other peoples in the cause of freedom.
E. We need to know how we elect officers to represent us in law-making, law-enforcing, and law-applying activities.	See texts.
1. Dependence of representative democracy upon good officials 2. Supporting representatives through active and informed participation in government	What is the difference between liberty and license? Give examples in class.

Vocabulary:

administrative
city
communism
congress
county
democracy
dictatorship
disobedience
disrespect
district
economics
eleemonsynary
fascism
indifference
judicial
legislative
levy
majority
minority
municipality
politics
prejudice
prosperity
representative
senator
socialism
taxation
totalitarian
township
utilities
village
welfare

Culminating Activities

Guide students in electing officers who plan and conduct a current news discussion on contemporary political developments, lead short, daily programs on case studies and unit developments, and special class and individual problems to be resolved democratically.

Plan poster and chart work by individual students and/or by special committees under the leadership and guidance of the teacher. (The texts have excellent diagrams and pictoral suggestions which may be used or modified; often original drawings including cartoons, pictures, clippings, graphs, etc. are used).

Obtain available resource speakers from our government. Have some student or students contact this official or representative and arrange for him to speak to the class on something of current interest on the government in action.

Plan a model or drawing of our government buildings such as the City Hall, County Court House, and Federal Court House. Secure maps of Kansas City, Missouri, Washington, and other areas and indicate, on these maps, government centers.

Have students open each class period with the Pledge of Allegiance and a short open discussion of any present-day government news or interesting happenings, observation of special days, and/or role-playing activities. (Permit the class officers and students to handle this activity in democratic living; the teacher might sit in the back of the room if the team is functioning.)

Hand out current materials (biographical sketches, government publications, current event papers, newspapers, and additional stimulating pamphlets, leaflets, etc. gathered by the teacher and students) and share progressive techniques in reporting and discussing.

Construct graphs illustrating such government areas as taxation, expenditures, budgeting, education, health, social security, etc. Explain and interpret.

Make a chart on government services and corresponding costs. Compare these so that students can see comparative services and costs and interrelated areas.

Evaluation

Observe through discussion students' knowledge and understanding that democracy in America rests ultimately with the people, and that the opportunities which they are having and the freedoms which they are enjoying are the result of their governments.

Evaluate students' attitudes and appreciations of their guarantees for a brighter future under a system of representative government and a private enterprise economy.

Determine students' ability to follow through on activities and projects in a democratic way with participation in citizenship in the classroom and with their own leadership and class organization. (Teacher may have to be an undergirding factor.)

By informal discussion evaluate the student's practical knowledge of the organization, functions, and relationships of governments. Stress their benefits and their part in them.

Resource Materials

Arnold, Banks and Smith	Building Our Life Together	Row, Peterson
Colegrove, Kenneth	Democracy vs. Communism	Van Nostrand
Cronyn, George W.,	A Primer on Communism: 200 answers and questions	Dulton
Hoover, J. Edgar,	Masters of Deceit	Holt
Johnson, C. O.,	American State and Local Government	Crowell

Audio-Visual Instructional Materials

Richards, W. Marvin, Isely, Bliss,	We The People	Benefec Press
Holmes, Olive and Wyman,	Get Into The Game	Tuft University
Sheldon, Grossman,	The X Goes Here	Tuft University
	It Has Been Done	Tuft University
Holmes, Olive and Wyman,	Liberty and The Law	Tuft University
Buell, Charles C.,	They Made A Nation	

Motion Pictures:

0-606	Our Living Constitution
00-190	Our Living Declaration of Independence
0-298	Our National Government
00-67	Meet Your Federal Government

Professional Aids

Farrand, Max	Framing of the Constitution of the United States	Yale University Press
Findley, Bruce Allyn,	Your Rugged Constitution	Stanford University Press
Garvey, Hagan and others,	Blueprint for our Democracy	Science Research Associates
Van Doren, Carl	Great Rehearsal	Viking
Bishop, Donald G., and Starratt, Edith E.,	The Structure of Local Government	National Council For the Social Studies

Magruder, Frank A.,	American Government	Allyn and Bacon
Beard, Charles A.,	The Presidents in American History	Messner
Young, Jeremiah, and others	Government of the American People	Heath
Crocket, Joseph P.,	The Federal Tax System of the United States	Putnam and Sons
Merriam, Charles,	American Party System	Macmillan
	Tuft's government pamphlets	Tufts University
	When Men Are Free	Houghton Mifflin

Resource Unit IX.: A Guy Never Gets Ahead in Reverse

Suggested Time - Two Weeks

Overview

Since many of the boys in this program are less mature emotionally and mentally than other students of their ages, they need more guidance. Discovering good behavior patterns by observing and reading about others will help to enable them face problems and make decisions that bring satisfaction and social approval.

Objectives

To guide the students' thinking so that they will make decisions as they face problems

To channel the students' learning activities through reading and observing which will lead to greater competence, positive rather than negative attitudes

Outline of Content	Learning Opportunities
A. Adventures for Today, pp. 1-89 Anthology	Glory in Bridgeville A Shipment of Mute Fate Kon-Tiki Other stories in this unit are for optional use. Socio-Drama - A group of students participate in a discussion of nationalities, races or religions. Part of the students should take the prejudiced view; others will take the unprejudiced role
B. Living Your English, Grade 9 Text	Experiences 3, 4, 5, pp. 26-69 Develop study, writing, reading and listening habits as shown on page 27.
C. Adventures for Today	Study Habits, p. 309 Motion Pictures: 0-204 How To Study 00-527 How To Think 0-203 How To Read A Book
D. Living Your English	Fill in chart on "Your Own Habits," p. 28

Outline of Content

E. Living Your English

Vocabulary:

- approval
- audiometer
- biography
- decisions
- descriptive
- dictionary
- literature
- panel
- speech

Learning Opportunities

Correct Usage, text: pp. 29-34.
Spelling:

Dolch's Spelling List
200 Spelling Demons
Minimum Essentials Test, p. 18 in Ninth Grade Minimum Essentials Guide

Use spelling words in brief paragraphs

Suggested titles for unprepared talks:

1. Should Teen-Agers Go Steady?
2. Kansas City Weather
3. Using the Telephone
4. Raiding the Refrigerator
5. Women's Hats
6. Comic Books
7. My Favorite Sandwich
8. Our Bathroom in the Morning
9. The Neighborhood Gossip
10. Finding A Five-Dollar Bill
11. Caught in A Rain (or snow) Storm
12. My Mother Doesn't Understand Me
13. Who Needs Little Sisters (or Brothers)?
14. I am Bored With Television
15. Cleaning My Closet

Panel discussions about "Getting Along Well with People"
With Equals
With Elders
page 37

Listening Power, pages 37, 38
Conversations
Reports
Audiometer Tests

Motion Pictures:

0-632 Speech: Using Your Voice
0-680 Speech: Group Discussion
0-683 Conducting a Meeting

Study of Verbs:

Importance of lively verbs
Every sentence must have a verb pp. 61-69

Develop the use of the dictionary by finding meaningful verbs

Outline of Content	Learning Opportunities
Curriculum Guide for English Grades 7 - 12 (Minimum Essentials)	Page 17 - Verbs Page 21 - Paragraph Writing

Culminating Activities

1. Write a brief descriptive paragraph about someone you admire, real or fictional. Indicate the good qualities that he has that you would like to acquire.
2. Oral discussions of the above paragraphs may follow the writing.
3. Make lists of the most descriptive words used in the writing. These words may be used as a spelling unit.
4. From the anthology, discussions of conflict in life and literature that bring our feelings into the open where we can examine them calmly and without fear. It may enrich life by bringing out the best in us.

Evaluation

1. Are the students becoming aware of their possibilities and limitations?
2. Are the activities challenging the students to face problems and make decisions?
3. Are they assisting others in problem-solving?

Resource Materials

Miller, Ward S., Word, Wealth Junior, Holt, Rinehart, Winston. 1962

Walters and Lamb, Word Studies, Fourth Edition. Southwestern Publishing

Murphy, Miller, Murphy, Let's Read-Books 1 and 2. Holt, Rinehart, Winston. 1962

Gelman, Steve, Baseball Bonus Kid. Doubleday and Company. 1961

Audio-Visual Instructional Materials:

0-476	Brotherhood of Man
00-421	Facing Reality
00-393	Making Yourself Understood
00-400	Parents Are People Too

Film Strips

F-1770	Are You Adaptable
F-1886	Discovering Your Interests
F-1768	Don't Know? Look it Up!

Professional Bibliography - See Appendix A.

Resource Unit X.: How to Get a Street Named After You - Adventuring

Suggested Time - Two Weeks

Overview

Since some of these boys will not travel around the world, their horizons can be widened in their reading about people here and in other lands. People the world over are not only different but also alike; they may seem remote and in other ways may seem like friends. As the students' understandings widen, their own concerns take on new perspectives.

Objectives

To help the students gain an understanding of people near and far

To guide them to appreciate how people the world over share many things: friendship, loyalty, courage, and integrity; they even share faults, such as envy, greed and prejudice

To adapt the acquired knowledge of others to their own improvement and enjoyment of life

Outline of Content	Learning Opportunities
A. Adventures for Today - Clark and Potell	See Unit 7 - Widening Horizons - pp. 475-540 Self-Improvement Program in the anthology, pp. 543-609 Visit the library and obtain a library card. Draw a sketch of the library to show locations of various kinds of books, desks, card catalog, reference books, etc. Check out books on people near and far
B. Living Your English, Colton, Davis Hanshaw	Experiences 6, 7, 8, pp. 69-102 Skill Two - page 102 on Books and More Books Prepare a list of reference books. Give short talks on the use and care of books.

Outline of Content	Learning Opportunities
	Prepare a set of standards for behavior in the library. Read a biography or autobiography. Prepare brief oral or written reports. A splendid list of twenty books is given on pages 539-540 in the anthology.
Understanding Other People (Tolerance and appreciation for those who have risen above mistakes and misfortunes to attain success.)	The story of Scott Carpenter's rise to fame as an astronaut is an excellent example. Others who might be considered are: Anderson, Marian Armstrong, Louis Bolivar, Simon Cochise Diaz, Porfirio Ellington, Duke Geronimo Jackson, Mahalia Johnson, Rafer Juarez, Benito Pablo Owens, Jesse Price, Leontyne Rudolf, Wilma Baseball heroes
	Class discussions on the people (and others) named above
Living Your English, Colton, Davis, Hanshaw	Stress the following: Social Conversation at home at school at work
Vocabulary: adventure courage enjoyment envy friendship greed improvement integrity library loyalty misfortune prejudice reference tolerance	Parts of verbs Using Verbs pp. 73-88

Culminating Activities

Students may work in library with special help from the teacher and members of the library staff on the uses of available references for the selections of materials for oral and written discussions of these people.

The above should serve to help the student recognize his growth or lack of it to identify himself and his problems with those of others.

Research work (interviews and books) followed by oral and written work on "How Many of Our Kansas City Streets Were Named".

Suggestions:

Armour Boulevard
Benton Boulevard
Daniel Boone Road
Gillham Road
Kemper Road
McCoy
McGee
Meyer Boulevard
R. D. Mize Road
J. C. Nichols Parkway
James A. Reed Road
Swope Parkway
Troost
Truman Road
Van Brunt
Volker Boulevard
Winner Road

Evaluation

Are the boys becoming better adjusted to the group?

Are they realizing their growth or lack of it?

Are they doing anything about it?

Is the teacher helping the students recognize their problems and also to recognize how other people overcome theirs?

Resource Materials

Minfeer, Catherine	Words and What They Do to You	Row, Peterson and Company, 1953
Gran, John M.	How to Understand and Teach Teen-Agers	T. S. Denison and Company
Simon, Tony	North Pole Story of Robert E. Peary	Doubleday and Company, 1961
Oberreich, Robert	The Blood Red Belt	Doubleday and Company, 1961
Manus, Williard	Sea Treasure	Doubleday and Company, 1961
Kansas City Street Guide		
Serl, Emma	The Story of Kansas City	Books I, II, III
For the teacher:		
Ellis, Roy	Civic History of Kansas City	

Audio-Visual Instructional Materials

00-197	Tina, A Girl of Mexico
0-416	This Is New Zealand
00-126	This Is Ecuador
0-955	Formosa
00-389	France and Its People
0-308	Hawaiian Native Life (People of Hawaii)
0X-19	Here Is China
0-514	Spain, Land and People
0-398	Story of Dr. Carver
00-68	Men of Africa
00-382	Children of Germany
0-70	Children of Japan

Professional Bibliography - See Appendix A.

Resource Unit XI.: Take Care of It Today or Lose It Tomorrow

Suggested Time - Two Weeks

Overview

In this unit, conservation of human and natural resources is developed as an essential factor in the preservation of our way of life. America's extravagance in her use of natural resources has made mandatory intelligent and scientific conservation of soil, water, forests, and wild life. Today, we have accepted the government's responsibility in helping to conserve human resources through such developments as social security, unemployment insurance, health and safety protection, and regulations of working conditions, fringe benefits, etc.

Objectives

To help students recognize the necessity for and appreciation of recent achievements in conservation

To show students the part that they can play in conserving human and natural resources and how their present and future success depends upon playing such a part

To suggest to students possible future trends and developments in the conservation movement

Outline of Content	Learning Opportunities
A. It will be recalled that we have previously said that all living things depend directly or indirectly on plants. Now we can go farther and say that all plants depend directly or indirectly on the soil. In view of these two statements, we can say that all living things, including man, are dependent on the soil for their existence.	Assign the reading of the introductory paragraphs on Pages 410-411 of the text. Develop with the boys the definition of soil, pages 411-412, text. Call the boys' attention to the problems involved in robbing the soil. Use Motion Pictures: 0-863 Understanding Our Earth: Soil 00-357 Look to the Land
B. We are losing some of our soil every year.	Ask the boys to read the paragraphs in the section on "Lost Soil" on Page 413, text. Use Motion Picture: 00-315 Yours Is the Land 00-310 Twenty Year Look

2

Outline of Content	Learning Opportunities
C. With proper management it is possible to rebuild soil that has been depleted.	Discuss with the boys the preservation and rebuilding of the soil by cropping methods. See pages 413-415, text. Point out to the boys the importance of the use of compost heaps and fertilizers in preserving and rebuilding soils. See page 415 of text. Use Motion Pictures: OX-101 Missouri and Its Natural Resources 0-82 Conservation of Natural Resources 0-754 Prairie Chickens in Missouri Suggest that students examine the photographs on Page 414, text.
D. There are many places in the world where they do not have enough water. There are even many such places in the United States where this is true. In spite of this, as our population and factories increase, our needs for water get greater and greater.	Assign the reading of Pages 416-417 of the text. Discuss the water table and why it is continuing to go down in the ground farther and farther. Use Motion Pictures: 0-736 Life Along the Waterways 0-400 Strength of the Hills
E. There are several ways to reduce the speed with which rainwater on the land gets back to the ocean.	Discuss with the class the various ways of keeping water from running quickly off the land. Pages 419-420, text. Use Motion Pictures: OX-18 Harvests for Tomorrow OX-20 Heritage We Guard
The forests of our country are among our most important resources. It requires good planning to stop and to reverse the trend of affairs which causes a reduction in our forests.	Discuss with the class the serious consequences which would follow the loss of more and more of our forests. See pages 421-422, text.
Man and fire have been enemies of the forest in the past.	Use Motion Pictures: 0-840 Forest Ranger 0-145 Forestry and Forest Industries 00-448 Little Smokey 0-907 Your Friend the Forest
Much of our wildlife lives in our forests.	At intervals that seem to be appropriate, ask the boys to read the material on wildlife conservation. See pages 425-428 of text.

Ourline of Content

We have, at another time, considered ways of preventing disease as a step toward the conservation of human life. It is possible that attention to certain habits and addictions may contribute to human conservation.

We lose many of the human resources due to accidents.

Learning Opportunities

Conduct discussions with the boys on the subject of protecting our wildlife to prevent their extinction.

Use Motion Picture films:

0-780	Deer Live with Danger
00-306	Snakes: Friends or Foes
00-133	Wild Life and Human Touch

Suggest to the boys that they read the paragraphs on alcoholism and drug addiction, page 433 of text.

Discuss with the boys the problems involved in using tobacco, alcoholic beverages, and narcotics.

Use Motion Pictures:

00-410	Tobacco and the Human Body
00-151	Alcohol and the Human Body
00-232	Alcoholism

Drug Addiction (Encyclopaedia Britanica)

Filmstrips:

F-750	Alcohol, Parts I and II
F-751	Narcotics, Parts I and II
F-752	The Dangers of Narcotics

Discuss with the boys the necessity of practicing safety at home, at school, on the streets, and in the driving of automobiles.

Ask each boy to make a list of the accidents that have happened to him in the last six months.

In the accidents listed above, ask the boys to suggest ways in which these accidents could have been avoided.

Use Motion Pictures:

00-469	Action for Traffic Safety
00-484	Are You Safe at Home
0-621	Bicycle Safety
0-1003	Bicycle Safety Skills
00-374	Care of the Car
00-153	Drunk Driving
0-1008	I'm No Fool in the Water

Outline of Content

Learning Opportunities

Motion Pictures (continued):

OX-150	Electric Power and Common Sense
00-231	Fire Prevention in the Home
0-726	First Aid Fundamentals
0-810	Why Take Chances

Vocabulary:

- conservation
- rotation
- drought
- humus
- resources
- nitrogen
- desert
- fertilizer
- erosion
- mineral
- crop
- purification
- terracing
- irrigation
- top soil
- filter
- gulley
- flood
- slope
- forest

Culminating Activities

Summarize recent developments and trends in conservation of natural resources in chart or poster form. (Students could make posters "propagandizing" for practicing conservation)

Account for America's extreme waste and for the fact that she can produce such a great food supply in contrast with many other nations.

Plan and carry out a field trip to the water department.

Arrange for resource speakers on social security, insurance, unemployment, and/or labor.

Refer to an economic map of the United States and to an economic map of the world and point out resources and needs for conservation in these areas. (Students can indicate conservation projects and activities of a public or private nature)

Evaluation

Through informal discussions under class organization and leadership, observe and evaluate students' knowledge and understanding of conservation: its needs and developments. (Posters and visual presentation help)

By check up tests, determine students' attitudes and activities in following through on the problem of conservation of human and natural resources.

Evaluate students' reading of current events and everyday happenings and developments of conservation activities and projects.

Resource Materials

Arnold, Banks, Smith (text),	Building Our Life Together	Row, Peterson
Bruntz, Smith, et al (text),	Your Life as a Citizen	Ginn
Allen, Stegmeir,	Civics	American Book
Alilunas, Sayre	Youth Faces American Citizenship	Lippincott
Bard, Manakee,	Active Citizenship	Winston
Clark, Edmonson, Dondineau,	Civics for Americans	Macmillan
Hughes, Pullen, McCrocklin,	Building Citizenship	Allyn and Bacon
Krugg, Quillen,	Citizens Now	Scott, Foresman
Krug, Quillen,	Living in Our Communities	Scott, Foresman

Audio-Visual Instructional Materials

00-123	Story of T. V. A., 19 Minutes
00-609	Story of St. Lawrence Seaway, 13 Minutes (Private enterprise and government project)
OX-33	River, 30 Minutes
0-367	Sharing Economic Risks, 11 Minutes
0-337	Production of Foods, 11 Minutes

Professional Bibliography - See Appendix A.

Resource Unit XII.: Real People and Far Away Places

Suggested Time - Four Weeks

Overview

This unit will cover geography from two viewpoints: a specific look at the geography of the United States and a broad general treatment of world geography. Included will be a comprehensive look at the United Nations and its role in world geography and politics. International relations and our diplomatic corps will receive some emphasis.

Specific Objectives

To help students realize there are real people in far away places

To show students the geographic causes for many of the actions of peoples

To acquaint the student with geographic features which cause people to dress, eat, live, and develop industrially, educationally, and socially in the various ways we find on earth

To become familiar with the United Nations and its purposes and functions

Outline of Content	Learning Opportunities
A. A journey through many lands	Supplementary texts: Drummond, A. Journey Through Many Lands Geography For Today
1. Preparations for our world journey a. Places to go b. Items we need c. Personal preparation d. A final check	Discuss with the students and have them go through all the steps necessary for a world cruise. This cruise can start from the west or east coast of the United States, thereby allowing the student a look at his own country first. (See A Journey Through Many Lands, pp. 345.)
B. Let's look before we leave	See text
1. Our changing world a. Man widens his world b. Man shrinks his world	By comparison of modern day means of transportation, have the student show how the world has changed from 1840 to 1962
2. The world and its problems a. How large is the earth? b. How many people are there? c. Where do people live? d. Why do they live there? e. How do they live? f. What can be done to improve living conditions?	See: A Journey Through Many Lands (pp. 9 through 23)

Outline of Content	Learning Opportunities
	Motion Pictures: 00-571 Travel in America in the 1840's 0-98 Development of Transportation
3. The United Nations in a changing world a. How is it organized? b. The General Assembly c. The Security Council d. Economic and Social Council e. International Court of Justice f. The Trusteeship Council g. The secretariat h. Specialized agencies	See text Using a pointer, show on a world map the members of the United Nations, colonies, mandates, territories of member nations, non-member (ex-enemy, neutral, new or restored states) See Geography For Today (pp. 6-7) Motion Pictures: 00-84 People's Charter
4. The United States in a changing world a. Geographic gifts b. Climate c. Coast line d. Rivers and lakes e. Products of the soil f. The people who live here g. Our way of life h. Regional geography i. Problems	See text Have students draw a map of the United States showing state locations, crops, livestock, minerals and distribution of population. Also answer seven questions on page 11 of Geography For Today. Motion Pictures: 00-182 America The Beautiful See A Journey Through Many Lands (pp. 25 - 50)
5. Our world neighbors a. Nations should be good neighbors (1) Nations need good neighbors (2) Removing trade barriers (3) Resource Development (4) Conquering disease	Discuss the various countries presently engaged in promoting world trade. Show their location on a map.
b. Nations need peaceful neighbors (1) Armament is costly (2) Need for good-neighbor policy (3) Cooperation makes for peace (4) Warfare is destructive	Read to students parts from Dr. Sweitzer's book (African Notebook), showing the good wrought by a helping hand Have students draw maps similar to those found on (pp. 341 and 342) of Building Our Life Together, coloring in the O.A.S. countries and Nato countries. Also show countries involved in Pacific Ocean

Outline of Content	Learning Opportunities
c. Man's progress toward a world order (1) International law (2) International relations (3) Historical developments U. N. (4) Defense treaties (5) The state department and diplomacy	Motion Pictures: 00-607 Brotherhood of Man 00-131 U. N. R. R. A.
d. Recognizing our responsibility as world citizens (1) What part can we play? (2) Why should we play this part?	Have outside reports to class representing various organizations such as People to People, Pen Pals, etc. that boys can take an active part in, if they so desire
6. Neighbors in North America a. Mexico b. Canada c. Newfoundland d. Caribbean c. The bridge between	Have students draw a map of North America and place in the time zones. Discuss with students the fact that all peoples on the continent are governed by these time zones. Also have students show time zones in relationship to areas they are crossing in their trip.
C. Let's get on our way 1. Neighbors in South America a. Differences in democracy b. Differences in geography c. The land d. The people e. Problems	Motion Pictures: 0-952 Caribbean Sky Cruise 0-64 Central America See A Journey Through Many Lands (pp. 53 to 67) Motion Pictures: 00-450 Argentina: People of the Pampas
2. Europe's problems - and ours a. Land b. Crops c. Peoples d. Countries e. Resources	Using the map on p. 136 of A Journey Through Many Lands, have students identify the various geographic features listed on the page according to the country. Discuss their features and show how they affect the country.
3. Germany divided a. The German Republic b. Geography c. Problems of a divided Germany	Motion Pictures: 00-382 Children of Germany
4. Austria 5. France 6. Benelux	Motion Pictures: OX-15 Dutch Tradition 00-389 France and Its People

Outline of Content	Learning Opportunities
7. Changing Britain a. British geography b. The land c. Climate d. Resources and industries e. Trade	Motion Pictures: 0-218 England: (Island People) 00-19 Britain and Her Empire
8. The Baltic Countries a. A "Russian Lake" b. Hard workers	
9. The Mediterranean a. Geography b. Climate c. Resources	Map the Mediterranean with emphasis on the Dardanelles, Gibraltar, and Suez Canal. Discuss their importance to the Mediterranean.
10. Italy a. Cheated by geography b. Struggles of a poor nation	Motion Pictures: 0-599 Italian Children 0-650 Ancient Greece
11. Greece a. Birthplace of freedom b. Influence on U. S.	See A Journey Through Many Lands (pp. 133 to 143)
12. Eastern Europe a. Poland b. Czechoslovakia c. Romania d. Hungary e. Bulgaria f. Albania g. Yugoslavia	Motion Pictures: 00-228 Farms and Towns of Slovakia 00-475 Poland
13. U. S. S. R. on two continents a. Soviet geography b. Size c. Land d. Rivers e. Climate f. Isolation g. Resources and industries h. Soviet peoples i. Government j. Communism influenced by geographic factors (refer to units on government and economic life)	Have students draw maps of U. S. S. R. and on them show rainfall, land areas, industries, the entire union of Soviet Socialist Republics, Russian satellites, and communist Russia. Do a map study using maps drawn by students and answering questions from Geography For Today (pp. 30 to 33). Motion Pictures: 00-437 Soviet: Land Amid People 0-658 Communism
14. Africa a. Size b. The land c. The people	Have students draw a map of Africa and show the vast number of cultures and peoples contained therein

Outline of Content

d. Climate and vegetation
e. Natural resources and industries
f. Looking ahead

15. The new face of Asia
    a. Old Asia
    b. Mother of man
    c. Era of empires
    d. Toward freedom
    e. Which way now?
16. The near and middle east
    a. Turkey
    b. Syria
    c. Lebanon
    d. Israel
    e. Jordan
    f. Iraq
    g. Iran
    h. Arabia
17. India and Pakistan
    a. Born into trouble
    b. The case of kashmir
18. Southeast Asia
    a. Thailand
    b. Burma
    c. Indo-China
    d. Malaya
19. Indonesian Republic
    a. Model colony
    b. Problems ahead
20. Changing China
    a. Crops
    b. Population
    c. Transportation
    d. Resources
    e. Taiwan
21. Japan
    a. People
    b. Land
    c. Resources
22. Korea
    a. People
    b. Land
    c. Resources

Learning Opportunit

Motion Pictures:

00-465	Union of South Afric
0-280	Africa Untamed

Motion Pictures:

00-355	Iran - Between Two Wor
00-281	Israel
00-294	Life in the Sahara
00-396	Middle East

Motion Pictures:

0-6	Agricultural India
00-399	Pakistan

Motion Pictures:

00-226	Nomads of the Jungle Mal
0-975	Thailand

Motion Picture:

0-68	Children of China

Motion Pictures:

00-541	Japan - 80,000,000 Mouths Feed
0-70	Children of Japan

Outline of Content

Learning Opportunities

23. The Phillipines
    - a. Rich in resources
    - b. Plenty of problems
24. Let's look at where we have been
    - a. Learning the language of maps
    - b. Water forms
    - c. Land forms
    - d. River system
    - e. Latitude and Longitude
    - f. Mountains on maps

Vocabulary

armament
barrier
climate
colony
communism
council
culture
defense
democracy
disease
economic
empires
international
journey
nations
neighbors
republic
resource
secretariat
social
trade
treaties

Culminating Activities

Construct a large world map and have the students plot their world journey. Also have students make cut-outs of outstanding features they recall about other lands and place them on the respective countries.

Conduct committee report on special customs and habits of some of the peoples they contacted in their world journey.

Hold a "Stump the Expert" series letting each student pick a country, become an expert on it and let the rest of the students try to stump him on facts about the country.

Conduct classroom discussion comparing social and industrial growth of the countries they visited on their journey.

Evaluation

By discussion and oral recitation the teacher can see if the student has developed a broader view of his world neighbors.

Testing on specific countries can help determine if the student has gained an appreciation of other races. In conversation directed to the worth of man the student will disclose by his remarks whether he believes in the worth of man regardless of race, creed or color.

By giving check-up tests, evaluate whether students have developed an accurate knowledge of place geography and world community life.

Resource Materials

Drummond, Harold,	A Journey Through Many Lands
Sloan, Fred, Jr.,	Conservation of Natural Resources
	Geography For Today
	Let's Look At South America
	Maps and Facts For World Understanding
	The United Nations
	Atomic Energy
	World Book Encyclopedia

Audio-Visual Instructional Materials

0-488	Australia
00-15	Backward Civilization
0-47	Brazil Gets The News
0-490	British Isles
0-828	British Isles: Land And People
0-880	Burma: African Sculpture Speaks
00-552	Canada: The Industrial Provinces
0-65	Changing Face of India
0-69	Children of Holland
0-72	Chile: People of the Country Estates
0X-10	Colombia, Crossroads of the Americas
00-522	Costa Rica
00-467	Germany: People of the Industrial West
0-958	Hong Kong
0-500	Iberian Peninsula
00-437	Soviet: Land and People
0-514	Spain: Land and People

Professional Bibliography - See Appendix A.

Unit XIII.: Enjoy Newspapers, Radio and Television

Suggested Time - Two Weeks

Overview

Since communication plays a part in everything we do at home, in school, at work and at play, mass-communication media take up more timethan any other activity except working and sleeping. If it suddenly disappeared, our whole way of life would crumble. Realizing the importance of the media, the students' activities of reading, listening and watching should be directed toward what is most desirable in this world of information and enjoyment.

Objectives

To teach the student how to read a newspaper

To indicate the best uses of radio and television

To learn about the mechanics of the newspaper, radio and television

Outline of Content

Newspapers

Learning Opportunities

Write letters to Circulation Managers of newspapers requesting copies and enclosing money for paper and postage. Form for letter writing - page 195 in Living Your English - Grade 9

For information about the Star (perhaps for a tour or copies of the Star), write to J. R. O'Donnell, Circulation Manager, Kansas City Star.

Have students bring to class newspaper clippings about things that interest him.

Know the headlines of the previous day's paper.

Classify the clippings as to: international, national, state, local feature, sports, women's articles, etc.

Discuss the main news of the day:
- Where it happened
- How it happened
- Why it happened
- Whom it will affect?
- What preceded the incident?
- What conclusion can you make?

Outline of Content

Radio and Television

World Book Encyclopedia
1926 Communication Book 3 - pp. 710-724

Radio

Book 15 - pp. 80-89

Television

Book 17 - pp. 87-102

Television - Radio

Section of the Kansas City Star

Vocabulary:

- aerial
- amateur
- appreciation
- broadcast
- channel
- communication
- hearing
- information
- listening
- newspaper
- program
- radio
- reading
- receiver
- schedule
- studio
- telecast
- television
- Telstar

Learning Opportunities

(Area Six in The Adapted Course in English - Grade 9 has good material on "Teaching the Newspaper".)

More than 96 of every 100 homes in the United States have radios.

Use of radio:

- Entertainment
- Public Services
- Advertising
- Business and Industry
- Navigation
- National Defense
- Politics

Radio terms:

Call letters, channel, frequency, network, station break, wireless, wave length, etc

How a radio program is broadcast

History of radio

Amateur radio

How do you select your programs?
Do you spend too much time on them?
Can radio and T. V. help you in school work, in working, to be successful with your friends and neighbors, as a consumer and as a future voter?

Television, the modern wonder of electronics, brings the world into the home in sight and sound.

Uses of Television:

- Selling and advertising
- Political campaigns
- Education
- Government
- Enjoyment

Kinds

- Shows for home Receivers
- Pay-as-you see
- Closed circuit

Outline of Content

Learning Opportunities

How Television is transmitted

History of Television

Culminating Activities

Write a composition, "What I have Learned About Reading the Newspaper."

Take a trip to a television and radio station.

Write reports on trips taken.

Have discussions of reports. Select words from reports for a spelling list.

Conduct radio and T. V. programs in the classroom.

Materials: Microphone, speaker and other studio equipment.
Arrange front of room like a studio.
Announcer and others write continuity; other students may have charge of the music.
Commercials can be added.
Station name can be made up.
Scripts may be used if it is radio.

Newspaper articles on the Telstar may be brought to class for discussion.

Evaluation

Has the student gained in the appreciation of events of the community, the nation and the world?

Has he developed the ability to think critically?

Is he finding his place in our democracy by becoming a part of an informed citizenry as shown by his behaviors in and about the school?

Resource Material

Variety of newspapers
Reference books (e.g., World Book Enclyclopedia)
Books from the library

Audio-Visual Instructional Materials·

Motion Pictures:

0-223	Journalism
00-176	Newspaper Story
OX-261	Stars At Your Door
00-621	Newspaper Serves Its Community (with charts)
0-286	Network Broadcasting

Motion Pictures (continued)

0-512	Stepping Along with Television
00-162	Telephone Hour
00-393	Making Yourself Understood

Professional Bibliography - See Appendix A.

Unit XIV. Put It in Writing

Suggested Time - Three Weeks

Overview

The learning experiences in written expression for Grade 9 build upon the basic foundation provided in earlier grades. Skills and habits are now to be strengthened and power developed in writing functionally and meaningfully. The teacher should afford the student frequent opportunities for direct writing with clarity and precision and should continue to guide the learner in the development of originality of style and creativity of thought.

Objectives

To think through problems

To discuss experiences

To express opinions clearly and logically

To develop the following basic writing skills:
  - Writing complete sentences
  - Punctuating correctly
  - Learning rules for capitalization
  - Improving spelling
  - Employing neat, clear penmanship

To correct errors before being satisfied with written work

To develop the ability to write short, meaningful paragraphs

To write simple poems

Outline of Content	Learning Opportunities
A. Living Your English - Grade 9 Colton, Davis, Hanshaw	Discuss writing standards on page 108 of text.
Experiences 9, 10, 11 Pages 107-146	Rewrite a written assignment, page 109. Standards for judging, page 110.
	Experience 10, Complete That Pass!
	Pages 116-133 give excellent help on writing sentences that express complete thoughts. Also, many good ideas for developing the paragraph are presented.

Outline of Content	Learning Opportunities
B. Curriculum Guide for English Grades 7 - 12 (Minimum Essentials)	Pages 16, 50, 72
C. Uses of Outlining	Giving oral reports Preparing written reports Writing creatively Outlining skills are best developed functionally while using material from the content areas. Form to be used: I. Main Heading A. Sub-heading 1. Fact 2. Fact B. Sub-heading 1. Fact a. sub-fact b. sub-fact 2. Fact II. Main Heading (etc.)
D. Filling out Application	Sample on page 196 in Living Your English
E. Enjoyment and Writing of Poetry Adventures for Today Clark and Potell Suggested Poems:	
1. "If", Kipling, P. 333	Character is the sum of many kinds of strength according to the poet, Rudyard Kipling.
2. "The Creation", Johnson, P. 534	This poem is about the creation of the world. It should be read several times to appreciate its meaning.
3. "Even", Lindbergh, P. 420	The poet expresses in this poem a vivid picture of freedom and love.
4. "The Coin", Teasdale, P. 325	The author is trying to convey the idea of treasuring one's memory.

Outline of Content	Learning Opportunities
5. "Envy", Kramer, P. 110	The idea expressed in the poem is that the lives of other people sometimes seem more attractive than our own.
6. "Psalm of Those Who Go Forth Before Daylight," Sandburg, P. 280	The poet has worked at many kinds of jobs during his life and shows understanding of many kinds of workers in this poem.
F. The poetry of Poe lends itself admirably to the attainment of all the objectives for reading poetry. Rhythm and rhyme are obvious; emotion is intense and universal; and vocabulary is illuminated by context and by the very structure of the poem itself.	Suggested method for the teaching of poetry The teacher reads poem to the class 1. Have class tell what emotion is described in each stanza 2. Ask students to find, in each stanza, the words which are particularly appropriate to the emotion described 3. Discuss meaning of some of the more difficult and interesting words 4. Ask students to volunteer to read aloud favorite stanzas or line Ask students to suggest bells which Poe does not mention; they will surely think of school bells, and perhaps doorbells 1. Discuss emotions aroused by these bells 2. Help pupils to think of words to express appropriate emotions
G. Penmanship During the periods devoted to improvement of penmanship, the pupils whose penmanship is good should be permitted to do other work in which they need improvement	Review of standards in handwriting What is the difference between a capital letter and a small letter? 1. Discuss the difference in formation of letters 2. Discuss height as a basis for identifying capital letters What is the difference between a capital letter and letters like b, d, f, h, l, t? Why is the slant important? Materials 1. Models written on board - each letter, both capital and small

Outline of Content

Learning Opportunities

2. Models similar to those used by Commerce Department

Procedure

1. Practice copying letters from the board
2. Practice writing letter on the board
3. Practice writing sentences containing proper nouns
4. Practice in capitalization

   The first word in a sentence
   The pronoun I
   Names of particular persons, places, or things
   Brand names

   The uses Lux soap flakes.

   Other simple rules as developed by teacher

G. Development of a paragraph

1. Definition of what a paragraph is. It may not have a topic sentence. All the sentences must be about the same idea.
2. Work with word groups

   List on the blackboard:

   a

   down the stairs
   through the street
   down the mountain
   after the game
   into the house

   b

   cheered
   crept
   scampered
   hurried
   trudged

   c

   Mr. Doolittle
   the boy and the dog
   the Boy Scouts
   many students
   the black cat

Pupils re-group phrases to form sentences.

Pupils read sentences to class.

3. Sentence expansion

   Write on the board a brief sentence such as:

Outline of Content	Learning Opportunities
	The car broke down. Help students expand the sentence by asking such questions as: a. What car? b. Driven by whom? c. Where? 4. Additional skeleton sentences a. The students turned toward the windows b. Bill was wearing a new shirt c. I heard a screech of brakes 5. Assign topic sentences such as the following to be expanded into paragraphs: a. Saturday evening we have lots of fun b. The zoo grounds were crowded with picknickers c. Last week I decided to clean my room
Oral paragraphs that lead to written ones	Have one student give an interesting beginning sentence and then have others give sentences that are related. When the idea has been completed, a paragraph will have been formed. Two or three students may be appointed secretaries to record the sentences as they are given.

Vocabulary:

adventure
anonymous
application
appropriate
assignment
author
creative

enjoyment
handwriting
original
outline
paragraph
penmanship
poem

Culminating Activities

Have discussions of what the students have learned about writing good sentences and interesting paragraphs.

Review various rules for punctuation and capitalization.

Write one or two good paragraphs on any subject that will indicate what has been gained in this unit. Write courtesy paragraph notes to a parent, uncle, aunt or older sister or brother.

Culminating Activities (continued)

Continue the use of outlining.

Write short and simple original poems.

Evaluation

Writing

Has there been growth in writing of clear, complete sentences?

Has there been growth in the writing of a paragraph?

Is there evidence of ability to assemble material for written work?

Has skill increased in making outlines which are clear and concise?

Has growth in ability to punctuate and capitalize become evident?

Has the student learned to apply all the written techniques of good sentence and paragraph structure, correct usage, punctuation and capitalization, and neatness and legibility?

Has enjoyment of poetry led to the writing of short original poems?

Resource Material

Action, Winn, Chamberlain and Chamberlin

New Horizons through Reading and Literature Books I and II, Brewton, Lemon, Ernst

Audio-Visual Instructional Material

0-1042	Why Punctuate
0-341	Punctuation: Mark Your Meaning
00-529	Poe, Edgar Allan: Background for His Work
00-174	Longfellow, Henry Wadsworth
00-199	Whittier, John Greenleaf

Professional Bibliography - See Appendix A.

Resource Unit XV.: Open the Door to Job Opportunity

Suggested Time - Two Weeks

Overview

The main purpose of this resource unit will be to make the student more actively aware of the world of work and the value of good work habits. This unit will als acquaint the student with some of the problems and responsibilities he will meet and must assume as he enters into the world of work.

Specific Objectives

In this unit the students will be given a broad understanding of the world of work. Along with this broad understanding they will be given a specific understanding of the purposes, functions and relationships of local industries and how they affect job opportunities.

Outline of Content

A. A look at the world of work
  1. General work areas
    a. Professional
    b. Semi-professional
    c. Managerial
    d. Clerical
    e. Sales
    f. Service occupations
    g. Agricultural
    h. Fishery
    i. Forestry
    j. Skilled
    k. Semi-skilled
    l. Unskilled

B. A close look at retail stores
  1. Job opportunities
    a. Supervision
    b. Sales
    c. Service
    d. Stocking
    e. Shipping
    f. Maintenance
    g. Protection

Learning Opportunities

Text: A World View

Supplementary Text: S. R. A. Handbook of Job Facts.
Dictionary of Occupation Titles

Using the Handbook of job facts the students can be given a quick grasp of the vastness of world of work. If specific interest is voiced for any one job, a quick run-down of the qualifications and specific information related to the job can be given. It is suggeste that these job facts be read to the boy. If he still shows interest refer him to the counselor's Library.

Motion Pictures:

0-657 Choosing Your Occupation
0-665 How To Keep A Job
0-753 Personal Qualities for Job Success

A field trip to a retail store will acquaint the boy with the conditions under which he would work. Make sure the trip is well planned and that a competent person conducts the tour. A question and answer session should be planned with the Tour guide, allowing the boys to get first hand information concerning the retail field.

Outline of Content	Learning Opportunities
	Motion Pictures: F-22 Retail Merchandising As A Career See S.R.A. Handbook of Job Facts
C. Railroading As A Career 1. Job opportunities a. career limitations b. switchman c. car repairmen d. fireman e. engineer f. conductor g. brakeman h. protection i. road repairmen	A visit from the division manager will of value in field. Men holding this position have usually come up through the ranks and will be able to give the boys a comprehensive view of railroadin as a career. A trip to repair barns or the local rail terminal can also be ver helpful. Again the tour should be wel planned with a competent tour guide. Motion Pictures: F-21 Railroading Occupations See Text:
D. So you want to be a mechanic? 1. Career opportunities a. mechanic b. specialists c. assembler d. salesmen e. garage owner f. shop foreman g. parts man h. used parts business i. auto salvage	A visit to a local car agency, garage or any of the three (B. O. P., Ford and Chevrolet) automobile assembly plants would provide a fine Tour. A good class project would consist of listing all the various materials that are needed to construct a motor car. A world map can be drawn and as each item is listed it can be identified as to country of origin. Motion Pictures: O-29 Automotive Service See S. R. A. Handbook of Job Facts
E. Filler Up! 1. Jobs available in service stations a. attendant b. owner-operator c. service mechanic d. bulk oil salesman e. washing and waxing	A dual field trip, visiting a large company operated station and a locally owned station will give the boys a broad view of the job opportunitia in this field. A question and answer session with the manager or owner of each business will answer most of the questions important to the boys. Motion Pictures: Phillips Oil Company, Mr. Doucher If You Only Ask

Outline of Content

F. Other areas of career opportunity

1. Hotels
2. Telephone Company
3. Bus Lines
4. Cab Companies
5. Cleaning Firms
6. Power and Light Company
7. Building and General Contractors
8. Mail Order Companies
9. Steel Fabricators
10. Manufacturing Companies
11. Farms (Dairy and Gardening)
12. Departments of City Government
    a. Public Works
    b. Park Department

Learning Opportunities

See Dictionary of Occupational Titles

A tour or visit from men working in any of the listed career opportunities would be of value to the boys. The areas listed all contain career opportunities that are within the reach of the work-study boys. The main concern should be that the boys are well prepared for the visitor or tour. The tour should be well planned and the follow-up session on the location and back in the classroom will lessen the possibility upon the part of the boy for any misconception about the working area.

Students should be encouraged to carry pencil and pad to make notes and write questions.

(A notebook covering all the areas visited would be an excellent project to give the boys a second look at each occupational area.)

Vocabulary:

professional
semi-professional
managerial
clerical
sales
service
agricultural
fishery
forestry
skilled
semi-skilled
unskilled
supervision
career
occupation

Culminating Activities

The above mentioned field trips will be conducted by the work supervisor during the work period. The visit by men working in the field may be held during the study or work period. The films and opportunity materials should be presented the day or morning before the boys make the Tour. This plan will allow for maximum information about the Tour area on the part of the boys, thus reinforcing their learning opportunity.

Each boy should be encouraged to describe orally or in written form the things he found challenging and interesting about the various job opportunities.

Evaluation

Discuss with the boys to determine the formulation of new concepts of the world of work and how achievement in one of these career areas can bring satisfaction of physical and emotional needs.

Resource Materials

*Science Research Associates	Handbook of Job Facts
U. S. Department of Labor	Dictionary of Occupational Titles
U. S. Department of Labor	Monthly Labor Review
U. S. Department of Labor	The Labor Market
U. S. Department of Labor	Area Labor Market Survey Series
U. S. Department of Labor	Job Guide for Young Workers
Bureau of Employment Security, U. S. Employment Service Washington 25, D. C.	

Audio-Visual Instructional Materials

F-1735	Earning Your Money
F-1736	Paying Your Bills
F-1737	Spending Your Money
F-1440	Sticking To Your Job
F-1	Agricultural, Fishery, Forestry, etc.
F-2	Banking As A Career
F-3	Beauty Culture As A Career
F-4	Civil Engineering As Career
F-5	Classification of Occupation
F-6	Clerical and Sales Occupations
F-7	Clerical Work As A Career
F-8	Hotel Occupations
F-9	How to Apply For, Win, and Advance On The Job
F-10	Librarianship As A Career
F-11	Music As A Career
F-12	Occupational Therapy and Laboratory Technique
F-13	Occupations in Aircraft Manufacturing
F-14	Occupations in Aircraft Operation
F-15	Occupations in Cement Manufacturing
F-16	Occupations in the Printing Industry
F-17	Occupations in Steel Industry
F-18	Optometry
F-19	Osteopathy

*Occupational Materials File
*Available in School Counselor's Office

Audio-Visual Instructional Materials (continued)

F-20	*Professional and Managerial Occupations*
F-21	*Railroading Occupations*
F-22	*Retail Merchandising As A Career*
F-23	*Semiskilled Occupations I, II*
F-24	*Service Occupations*
F-25	*Skilled Occupations*
F-27	*Unskilled Occupations*
F-28	*Your Job - Are You Preparing For It?*

Professional Aids

Baier and Roeber	*Occupational Information*
Hoppock, Robert	*Occupational Information*
Roe, Ann	*Psychology of Occupation*
Bennett, Margaret	*Guidance In Groups*
Ginzberg and Associates	*Occupational Choice*
Reilly, William	*Career Planning For The High School Student*
Forrester, Gertrude	*Occupational Literature*
	Monographs on Specific Job Areas

Resource Unit XVI.: Be Your Own Life Builder

Suggested Time - One and One-half Weeks

Overview

The purpose of this unit is to develop an understanding in the student of his responsibilities to himself and his community.

Objectives

To develop common courtesy practices

To impress the boys with the importance of safety at home, at work and at play

To develop an appreciation of the job and the rights of the employer and employee

To develop habits of good health and cleanliness

Outline of Content

Learning Opportunities

A. Courtesy practices

1. School is a good place to demonstrate courtesy

Make a list on the board of the practices of courtesy you would like to show others and others to show you

Use Motion Pictures:

0-709	The Procrastinator
0-877	Are Manners Important
0-656	Cheating
00-167	Act Your Age
0-671	Other Fellow's Feelings

Have a committee prepare a bulletin board display on courtesy practices in the building

2. Jobs are important to us because it is by holding a job that we earn our living

Have oral and written reports of the rights of the employee and the employer

Use a Socio-Drama:

The teacher may select or ask for volunteers to take the role of the employee and others to assume the role of the employer. With the background being given by the teacher, the students may be encouraged to place themselves in the role of the person being portrayed. They should take a positive or a negative attitude toward the others playing in the drama. Encourage the student to express the way he feels about the

Outline of Content	Learning Opportunities
	discussion. By playing a role in this drama, it is felt that he may be able to relate this experience to his own problems in a similar experience.
3. Community activities and services give us an opportunity to do something for others while doing things for ourselves	Discuss practices that receive recognition in the community as well as personal satisfaction to the person practicing courtesy
4. Anthology Adventures for Today, Clark and Potell, pp. 168-183 The Sports Car Race, Don Stanford	Use Motion Picture: 0-788 Motor Mania
B. A quick trip around the community	
1. Recreation gives us needed changes from our daily tasks	Lead the class in making a list of recreational facilities that are available in the community Write about "My Favorite Play Area" Draw a picture of "My Favorite Play Area" Ask the students to discuss any safety practices that are not used in the recreational areas
2. "Welfare" is a government service which we should use only when we cannot solve our own problems	Discuss with the students the correct use of the welfare agencies and facilities
3. Religious activities have been a part of man's world for countless generations	Point out to the students the types of religious opportunities in the area Discuss the activities offered by the church to all people
4. Employment on a job is the way most of us will make a living for ourselves and our families	Discuss the types of industry and possible jobs available in the community or city Take the boys on a field trip to an industrial plant. Have a follow-up discussion. Discuss and fill out job application, Page 93 Use Motion Pictures: 00-352 Getting A Job 0-665 How to Keep a Job 0-753 Personal Qualities for Job Success 00-362 Planning Your Career

Table of Content	Learning Opportunities
5. Pride in our city, in our neighborhood and in our school contribute an incentive to make it easier for us to make our own contributions	Ask the boys to discuss the ways in which the residents maintain their property. Include those that are well kept and those that are not well kept
C. Personal Attributes	
1. Cleanliness makes it easier for us to have good health. It also makes it easier for us to make friends.	Use Motion Picture: 0-752 Personal Hygiene for Boys Point out to the boys the importance of being clean Discuss and fill out My Personal Habits and Grooming Chart, Page 92
2. Manners may be thought of as the way we behave around other people - Anthology	The Snob, by Morley Callaghan, pp. 112-117 Use Motion Picture: 0-1038 America Eats Out Point out to the boys that there are jobs in which having good manners is a very important part of the job
3. Attitudes can make us or break us	
a. See Anthology	Eleven Quarterbacks, by B. J. Chute, pp. 188-196
b. See Anthology	The Thief, by Max Brand, pp. 154-163 Use Motion Picture: 0-487 Attitudes and Health
4. School and Community Spirit is valuable when linked with the value system of our society	Discuss with the boys the importance of having a helpful attitude in all phases of life
5. Thinking that occurs before we take drastic action, can keep us from making serious mistakes	Use Motion Picture: 00-527 How To Think Lead the boys in a discussion of the advantages of "using the head" before using the fists in the settling of problems

Outline of Content	Learning Opportunities
6. A home builder is cooperative and responsible	Discuss the contributions of each member to the building of a family unit Responsibilities to participate in the family and to be informed on the ways he can help Discuss how the members of a family might defend our democracy

Vocabulary

employee
employer
facilities
application
industry
commercial
labor
courtesy
responsibility
appreciation
attributes
positive
negative
discussion
recreation
affiliation
opportunity
community
reference

Culminating Activities

Tell about individual improvements in personal habits and conduct.

Discuss desirable home and family goals for the summer.

Have a panel discussion on ways students can contribute to worthy home membership.

Use Socio-Drama - Building Your Life, Judson and Mary Landis, P. 231.

Evaluation

Have written reports from each student explaining his responsibilities and requirements for employment.

Give a short test on safety practices in the home, school, job and play.

Discuss to determine the formulation of new ideas on proper courtesy practices.

"Futurography" is a word we have made up to mean your "future biography." In writing your "futurography," you will need to imagine that many years have gone by and that you have achieved your youthful ambition. You will look back over your success story and analyze the various steps by which you climbed to success - whether you think of success in terms of wealth, position, public service, or a well-rounded, happy life.

Resource Material

Arnold, Banks and Smith, Building Our Life Together, Row Peterson
Judson and Mary Landis, Building Your Life, Prentice-Hall
Nicoll, Foster, Bolton, Your Health Today and Tomorrow, Laidlaw Brothers
Burkard, Maroney, Irwin, Good Health For All, Lyons and Carnahan

Audio-Visual Instructional Materials

00-167	Act Your Age	(14 minutes)
00-416	Control Your Emotions	(14 minutes)
00-7	Aptitudes and Occupations	(16 minutes)
00-352	Getting A Job	(10 minutes)
00-37	Finding Your Life Work	(19 minutes)
0-537	Everyday Courtesy	(10 minutes)
00-421	Facing Reality	(12 minutes)

Professional Aids

Handbook of Job Facts - Science Research Associates
(Refer to Professional Aids in Unit XV.)

Arnold, Banks, and Smith (text),	Building Our Life Together,	Row, Peterson
Bruntz, Smith, et al (text),	Your Life As A Citizen,	Ginn
Alilunas, Sayre,	Youth Faces America Citizenship	Lippincott
Allen, Stegmeir,	Civics	American Book
Bard, Manaku	Active Citizenship	Winston
Clark, Edmonson, Dondineau,	Civics for Americans	Macmillan
Hughes-Pullen, McCrocklin	Building Citizenship	Allyn and Bacon
Krug and Quillen,	Citizens Now	Scott, Foresman

MY PERSONAL HABITS AND GROOMING CHART

How many of the following do you always practice?

	Never	Some-times	Usually	Always
1. I keep my hair brushed.				
2. I keep my clothes clean.				
3. I wash my hands after using the toilet.				
4. I keep my nails clean.				
5. My shoes are shined.				
6. I brush my teeth after I eat.				
7. I take a bath or shower several times per week.				
8. I breathe through my nose with my mouth closed.				
9. I use my voice appropriately.				
10. My table manners are acceptable to others.				
11. I recognize that to tell the truth means to tell the whole truth.				
12. I do my part to keep things picked up at home.				
13. In general, I try to do the things that will make my school a better place for everyone.				
14. I make a sincere effort to understand my parents' viewpoint and to discuss important matters with them.				
15. I accept responsibility for things that are my own fault.				

APPLICATION FOR EMPLOYMENT

Date____________

Name________________________ Date Born____________
(print)

Address________________________ Tel. No.____________

Place of Birth____________________ Citizenship____________

Graduated P.S.____________ When________ H.S.____________ When________

Special School Training________________________________

Position Applied For____________________ Minimum Salary Desired________

Experience Record: (Give most recent experience first. Be sure that addresses are correct.)

Employed From - To	Name and Address of Former Employers	Title of Position	Weekly Salary Beginning-End	Reason for Leaving

Are you a veteran?__________ In service from____________ to__________

Have you ever been arrested?________ If yes, give details________________

Full signature________________________

Do not write below this line

Appearance____________________ Manner____________________

Use of English__________________ Physical Defects________________

Date of interview________________ by____________________

School Record: Attendance____________ School Work________ Character________

Appendix A. PROFESSIONAL AIDS - BIBLIOGRAPHY

Abrams, Charles - Forbidden Neighbors (N. Y. Harper Bros. 1955)

Allport, Gordin W. - Nature of Prejudice

Ashmore, Harry S. - The Negro and the Schools (University of N. C. Press, Chapel Hill, 1954)

Boyd, William - Genetics and the Races of Man (Boston, Little-Brown Company, 1950)

Clark, Kenneth B. - Prejudice and Your Child (Boston, Beacon Press, 1955)

Commission of Intergroup Education - From Sea to Shining Sea (NEA, 1947)

Davis A. - Social-Class Influences Upon Learning (Cambridge, Mass., Harvard University Press, 1948)

Glueck, Sheldon, ed. - Problems of Delinquency (Boston, Houghton Mifflin Company, 1959)

Glueck, Sheldon and Glueck, Eleanor - Unravelling Juvenile Delinquency (The Commonwealth Fund, 1950)

Goodman, Paul - Growing Up Absurd

Hansen, Carl F. - Addendum - A Five Year Report on Desegregation in the Washington Schools (Anti-Defamation League of B'nai B'rith, 1960)

Klineberg, O. - Mental Testing of Racial and National Groups, In Scientific Aspects of the Race Problem (N. Y. Longmans, Green, 1941)

Klineberg, O. - Negro intelligence and Selective Migration (N. Y. Columbia University Press, 1935)

Kvaraceus, William C. and Ulrich, William E. - Delinquent Behavior, Parts 1 and 2 (Juvenile Delinquency Project, NEA)

Montagu, Ashley - Man's Most Dangerous Myth (Colorado University Press, 1945)

NEA Research Division - Schools Help Prevent Delinquency (Research Bulletin 31: 99-132 Dec. 1953)

New, H. et al - Twins: A Study of Heredity and Environment (Chicago University Press, 1937)

Opler, M. K. - Culture and Mental Health

Rokeach, Milton - The Open and the Closed Mind

Rose, Arnold M. - Race Prejudice and Discrimination

Savitz, Leonard - Delinquency and Migration (Philadelphia, Pennsylvania, Commission on Human Relations, 1960)

Schuman, Claire and Tarcov, Oscar - To Clarify Our Problem: A Guide to Role Playing (New York Anti-Defamation League of B'nai B'rith)

Simpson, George and Yinger, J. Milton - Racial and Cultural Minorities (New York Harpers, 1953)

Stendler, Celia B. and Martin, William E. - Intergroup Education in Kindergarten and Primary Grades (N. Y. MacMillan, 1953)

U. S. Department of Health, Education and Welfare, Social Security Administration, Children's Bureau - Helping Delinquent Children (Washington, D. C., Children's Bureau Publication No. 341, 1953)

U. S. Department of Health, Education and Welfare, Social Security Administration, Children's Bureau - Recommended Standards for Services for Delinquent Children (Superintendent of Documents, Government Printing Office, Washington, D. C., 1953)

Williams, R. H. Jr. - The Reduction of Intergroup Tensions

Williams, Robin M. and Ryan, Margaret W. - Schools in Transition (Chapel Hill, 1954)

Baldwin, Alfred Lee - Behavior and Development in Childhood (N. Y., Dryden Press, 1955)

Breckenridge, Marian E. - Child Development and Psychologic Growth Through the School Years (Philadelphia, Saunders Company, 1955)

D'Evelyn, Katherine E. - Meeting Children's Emotional Needs (N. J. Prentice Hall, 1957)

Estvan, Frank J. - The Child's World - His Social Perception (N. Y., Putnam, 1959)

Forest, Ilse - Child Development (N. Y., McGraw-Hill, 1954)

Hymes, James L. - A Child Development Point of View (N. Y., Prentice Hall, 1955)

Ilg, Frances Lillian - Child Behavior (N. Y. Harpers, 1955)

Landreth, Catherine - The Psychology of Early Childhood (N. Y., Knopf, 1958)

Lee, J. M. and Lee, Doris - The Child and His Development (N. Y., Appleton-Century-Crofts, 1958)

Olson, Willard Clifford - Child Development (Boston, Heath Company, 1959)

Skeels, H. and Fillmore E. - The Mental Development of Children From Underprivileged Homes - (J. Genet Journal of Psychology, 1937)

Brameld, Theodore H. - The Remaking of a Culture - Life and Education in Puerto Rico (N. Y., Harper, 1959)

Brogan, P. and Fox, L. - Helping Children Learn (N. Y., World Book, 1955)

Finocchiaro, Mary - Puerto Rican Newcomers in Our Schools (Journal of Educational Sociology, December 1954, Vol. 28, No. 4)

Hildreth, Gertrude - Child Growth Through Education (N. Y., Ronard Press, 1948)

Lee, J. M. and Lee, D. M. - The Child and His Curriculum (N. Y., Appleton-Century-Crofts, 1959)

National Conference on Research in English - Child Development and the Language Arts (N. C. T. E., 1952)

New York City Board of Education - Puerto Rican Children - The Puerto Rican Study 1953-1957 (N. Y. C., 1958)

New York City Board of Education - The Future is Now (1959)

Ohlsen, Merle - Modern Methods in Elementary Education (N. Y., Henry Holt Co., 1959)

Pounds, R. and Bryner, J. - The School in American Society (N. Y., MacMillan, 1959)

Philadelphia Public Schools - A Survey of Puerto Rican Pupils in the Philadelphia Public Elementary Schools (1959)

Ragan, William B. - Modern Elementary Education (N. Y., Dryden Press, 1953)

Tauber, Irene B. - Migration, Mobility and Assimilation of the Negro

Villarongo, Mariano - Program of Education for Puerto Rican Migrants (Journal of Educational Sociology, December 1954, Vol. 28, No. 4)

Bathhurst, Effie Geneva - Where Children Live Affects Curriculum (U. S. Office of Education, Washington Government Printing Office Bulletin No. 7, 1950)

Brown, Muriel Whitback - Partners in Education - A Guide to the Study of Home-School Relations (A. C. E. I., Washington, D. C., 1950)

Commission on Human Relations - City of Philadelphia - Puerto Ricans in Philadelphia (1959)

Hymes, James L. - Effective Home-School Relations (N. Y. Prentice Hall, 1953)

Grinnell, John E. - The School and the Community (N. Y., Ronald Press, 1955)

Kvaraceus, William C. - The Community and the Delinquent

Stout, Irving W. - Parent-Teacher Relationships (NEA Research Division, Department of Classroom Teachers, Washington, D. C., 1958)

Yeager, William A. - School-Community Relations (N. Y., Dryden Press, 1951)

Baruch, Dorothy - ONE LITTLE BOY

Berkowitz, Pearl and Rothman, Esther - THE DISTURBED CHILD

Bettelheim, Bruno - LOVE IS NOT ENOUGH

Bettelheim, Bruno - PAUL AND MARY

Bettelheim, Bruno - TRUANTS FROM LIFE

British Ministry of Education - REPORT OF THE COMMITTEE ON MALADJUSTED CHILDREN

Redl, Fritz - THE AGGRESSIVE CHILD

Rubin, Theodore Isaac - JORDI

Rubin, Theodore Isaac - LISA AND DAVID

Salisbury, Harrison E. - THE SHOOK-UP GENERATION
Crest Paper-back 35¢

Kornberg, Leonard - A CLASS FOR DISTURBED CHILDREN

Appendix B. STYLE SHEET FOR WRITTEN WORK

I. FORM FOR WRITTEN WORK

A. Use blue or black ink or double-spaced typing for the finished copy of a composition.
B. Capitalize all words in a title except conjunctions (and, but, or, nor, etc.), prepositions of four letters or fewer (for, in, on, of, to, etc.), and articles (a, an, the.) Capitalize these also, if they are first or last in the title.
C. Write the title on the first line. Put no period after it. Put quotation marks around it.
D. Leave space of one line below the title.
E. Indent about one inch for the beginning of each paragraph.
F. Start the first paragraph on the third line.
G. Leave one-inch margins on both sides of your paper and one and one-half inches at top and bottom.
H. Use only one side of the paper for the finished copy of a written composition. Use unruled paper, regulation theme-size.
I. Endorse the outside paper in the following form:

Jack Taylor
Subject
Hour 1
September 9, 1962

J. Fold lengthwise. (Optional)

II. CAPITALIZATION

A. CAPITALIZE

1. The first word of every sentence, direct quotation, topic of an outline, and line of poetry. (Modern poetry is not included.)
2. Languages, but not other subjects unless accompanied by a designation. (I take algebra and world history. I take Algebra 2 and World History I.)
3. Names of the month, days of the week, holidays, but not seasons.
4. All words in the salutation of a letter except Dear when used with "my"--My dear Sir: Capitalize only the first word in the complimentary close of a letter.
5. Only names of particular buildings, business houses, churches, clubs, colleges, highways, lakes, mountains, oceans, organizations, parks, rivers, schools, seas, societies, streets. (Northwest High School.)
6. Names of cities, constellations, continents, countries, departments of government, historical events, nationalities, persons, places, states, steamships. (Indian; Battle of Bunker Hill.)
7. All words in a literary title except conjunctions (and, or, but, nor, etc.), prepositions of four letters or fewer, (for, in, on, of, to, etc.), and articles (a, an, the.) Capitalize these also, if they are first or last in the title.
8. The word Bible, the books of the Bible, and all words referring to God and the Deity. (But not the word god, if it means a pagan diety.)
9. Terms of relationship like Mother, Father, Grandmother when used without a modifier or before a person's name. (I saw Mother and Uncle John.) (See II., B., 3.)

10. North, South, East, and West when they are used as names of sections of the country, but not when they are used as names of directions. (The North defeated the South. Turn north now.)
11. Titles of office only when they precede a person's name--Mayor Bartle. One exception is the President of the United States.
12. Commercial trade names--Eversharp pencil, Boeing plane, Crosley radio.

B. DO NOT CAPITALIZE

1. Names of animals, birds, flowers, games, insects, and trees.
2. Class names like freshman, sophomore, junior, senior.
3. Mother, father when preceded by modifier, like my mother, her father.

III. PUNCTUATION

A. USE A PERIOD

1. At the end of every declarative and imperative sentence.
2. After initials of names.
3. After accepted abbreviations.
4. After numbers and letters used in numbering exercises or the topics of an outline.

B. DO NOT USE A PERIOD

1. After the title of a composition.
2. After the topics of an outline unless it is a sentence outline.
3. After your name when you sign a letter or note.

C. USE A QUESTION MARK - After every direct quotation.
D. USE AN EXCLAMATION POINT - To indicate strong or sudden feeling.
E. USE COMMAS

1. To set off all items, after the first, of a date.
2. To set off all items, after the first, in an address.
3. After Oh, Yes, No, Well, when they introduce a sentence.
4. To set off a noun of direct address.
5. To separate words, phrases, and clauses in series.
6. To separate parellel adjectives.
7. To set off words in apposition unless they are closely related to words they explain -- Ellen, my sister, -- my sister Ellen.
8. Before expressions like can't you, didn't she, doesn't he, don't they, hasn't he, haven't you, isn't she, won't you when they come at the end of a sentence.
9. To set off parenthetical words and phrases like as usual, by the way, however, nevertheless, no doubt, on the other hand, of course, etc.
10. To set off most direct quotations from the rest of the sentence.
11. After the salutation (greeting) of a friendly letter and after the complimentary close of all letters.
12. Before the conjunctions and, but, for, nor, or when they join unpunctuated independent clauses.
13. After an introductory adverbial clause. Seventeen commonly used subordinate conjunctions that introduce adverbial clauses are: after, although, as soon as, because, before, if, since, though, unless, until, when, whenever, where, wherever, while, why, as.

14. To set off nonrestrictive clauses--Mr. Smith, who is sick, is our friend.
15. To set off all introductory participial phrases, or phrases containing participles that turn or delay the thought--A flock of ducks, flying very high, passed over our blind.

F. USE AN APOSTROPHE

1. To form the possessive case of nouns and indefinite pronouns.
2. To indicate the omission of a letter or of a syllable in a contraction.
3. To form the plural of figures, letters, signs, and of words when the latter are spoken of as words: l's, L's.

G. USE QUOTATION MARKS

1. To enclose the words of a speaker in a direct quotation.
2. To indicate the titles of articles, chapters, short stories, and single poems when quoted from a publication.
3. To indicate titles of movies, radio, and television programs.
4. To indicate foreign phrases not italicized.

H. USE AN UNDERLINE

1. Under each separate word of titles of books, magazines, and newspapers, long poems, plays, musical works, planes, ships, and trains.
2. Under letters, figures, and words used in sentences as letters, figures and words--Dot your i's and cross your t's. Can you spell Mississippi?

I. USE A SEMICOLON

1. To separate independent clauses not joined by coordinate conjunctions in a compound sentence--Classes start at eight o'clock; a warning bell rings five minutes before the hour.
2. Between long independent clauses joined by co-ordinating conjunction when either clause is punctuated by commas--Jones was chosen; but, I believe, Smith is the better man.
3. To separate terms of a series if commas are used within the terms--The main characters are Tom Sawyer, a mischievous boy of eleven; Huck Finn, his pal; Sydney, his younger brother; Becky, his girl friend.

. USE A COLON

1. After the salutation (greeting) of a business letter.
2. After such expressions as the following and as follows.
3. Before a long, formal quotation (but not if single spaced, and indented farther than the rest of your typewritten material.)

OOD SENTENCE STRUCTURE - ESSENTIALS

. PROPER RELATION OF IDEAS.

A simple sentence develops only a single idea. Complex or compound sentences contain a central thought and related ideas. Related ideas are expressed either in phrases or in subordinate clauses.

B. UNITY OF THOUGHT IN THE SENTENCE

1. Separate sentences should be used for ideas not closely related in thought.
2. Clauses in compound sentences should be of equal rank both in meaning and form. The complex sentence should be used when clauses are of unequal rank.
3. A series of short statements closely related in thought should be combined into one sentence.
4. In general, keep the same number, the same tense, and the same voice throughout the sentence.
5. Use connectives that express exactly the desired relations between parts of complex and compound sentences.

C. EMPHASIS IN THE SENTENCE

1. Ideas placed at the beginning or at the end of a sentence receive emphasis.
2. Emphasis is secured by arranging words, phrases, or clauses in the order of increasing importance.
3. Emphasis is increased by omitting unnecessary words.
4. Emphasis is secured by using words that show exact distinctions.

PARAGRAPH STRUCTURE

A. A paragraph is a group of properly related sentences that develop a single topic. A topic sentence aids in the logical development of a paragraph. The following sentences are examples:

1. A city administration may be economical and not efficient.
2. A very common method of judging the efficiency of municipal government is to compare the cost of a given service in one city with the cost of the same service in another city.

B. A paragraph should concern itself with one and only one topic or main thought. Each sentence in the paragraph should contribute directly to the development of the paragraph topic. Close a paragraph with a sentence that summarizes, concludes, or emphasizes the topic, if added force is needed.

HE OUTLINE

The following outline form will contribute to orderly thinking:

. . . .
  A. . . . .
    1. . . . .
    2. . . . .
      a. . . . .
      b. . . . .
  B. . . . .
. . . .

(The following points should be stressed in the making of outlines:

1. There cannot be a break into fewer than two parts. Consequently, in an outline, there cannot be a I. without a II., an A. without at least a B., a 1. without at least a 2., etc.

2. Entries under the parts of an outline must be parallel in *importance* as well as in *form*. For instance, if *A.* is "The uses of a slide rule" then *B.* cannot be something like "Advanced problems," even though the material is presented in that order in the book. *B.* might be something like "The advantages of a slide rule.")

ppendix C. ANECDOTAL RECORD FORMS

The anecdotal records are an important part of the Work-Study Program because
ey will make a very valuable source of illustrations for the write-up of the
oject and will serve as a good source of information on the progress of each boy.
om time to time these record forms will be collected and placed in the individual
le folder that is being maintained for each boy.

I. CRITICAL INCIDENT RECORD

An entry should be made on this form for at least three boys each week. This
ans that a report will be made on each boy about every three months. Reports
ould also be written on the group as a whole when possible. Use this same form
r group comments and write the word "Group" in the space provided for the name.

This form should be used as you record critical incidents of personal
social behavior. Ask yourself four questions to determine whether the action
have noticed qualifies as a critical incident to be recorded.

1. Has this child really done or failed to do something, and is the behavior outstanding enough to be noteworthy?
2. Is this incident indicative of a particular child's personal and social development; character and citizenship growth; manners and morals?
3. Is this an example of behavior to be praised and encouraged, or behavior needing correction and improvement?
4. Am I being as objective as possible in picking out the facts of my observation?

The next step after noticing a critical incident is to write it down and
sify it. The following is the system of classification used:

1. Positive or Negative. Note by checking positive or negative whether the incident is something good about the boy's behavior, or whether it is something that needs correction and improvement.
2. Categories. The following six areas of behavior will be useful for classifying your observations: Check one or more as the situation warrants.
    a. Personal Adjustment. How does this pupil respond to stress? Can he accept criticism, suggestion, or punishment in a mature, objective manner?

    b. Responsibility and Effort. Does he perform the required duties for which he is responsible? Does he try to adopt new patterns of behavior when old ones prove unsatisfactory?

    c. Integrity and Honesty. Does he behave in accordance with principles of honesty, trustworthiness, and uprightness?

d. Social Adjustment. In his contacts with other individuals, is this pupil kind, helpful, and cooperative?

e. Group Attitudes. Does he cooperate well in the work group or class group? Does he work with others in helping the group do its work well?

f. Adaptability to Rules. Does he obey the ordinary rules of school and work group? Does he understand the rules? If he breaks rules, is it because he does not understand them or is it because he is careless about them, or is it because he deliberately wants to break rules?

The following are two sample entries on the Critical Incident Record:

1. Positive - Personal Adjustment

I kept Boy C a few minutes after class to help him with a language assignment. He is such a polite student and appreciates almost anything you do for him if he feels you are interested in him. After explaining the lesson to him and asking him if he had any questions he said that he didn't. I asked him then if he liked the Work-Study Program. He said he liked it very much and had learned to work with tools correctly. He said he had learned much in common learnings and liked all of his teachers. I told him he had done good work in his common learnings and he could always feel free to ask for my help or to discuss things with me. He gave a big smile and said, "Thanks, my grades are about average and I am an average student." I asked him what his plans were after he completes the 8th grade. He said, "I want to go on to high school and try to finish school and then get myself a job."

2. Negative - Responsibility and Effort

I kept Boy D in after class to ask him why he was late every morning. He said he usually slept late. I asked him if he liked school and he just said he did sometimes. I told him I thought he could do much better if he applied himself to his classwork. He said, "I don't like to work and all I want to do is make myself some money. I just want to get myself a job and I don't see the need of learning all that much." He refused to say anymore. I then suggested that this was a good reason for him to make progress in school.

II. CHARACTER DEVELOPMENT CHART

This chart should be marked by the end of each grading period and discussed with the pupil. It is not intended that each item be marked during each grading period but a semester grade should be recorded for each of the items. For example, at some time during the first grading period four of the nine items might be marked and then a short conference should be held with the pupil to discuss the chart. This procedure can serve as a device to establish communications between teacher and student. This conference would not necessarily be a formal meeting at the end of the grading period but could well be an informal conversation at any time during the grading period. The other five of the nine items might be marked during the next grading period, several marked during the third grading period and then a semester grade recorded for each of the nine items.

WORK-STUDY PROGRAM

Critical Incident Record

Name____Date____________________

____Positive

____Negative

____1. Personal Adjustment

____2. Responsibility and Effort

____3. Integrity and Honesty

____4. Social Adjustment

____5. Group Attitudes

____6. Adaptability to Rules

____

Teacher

______Semester______

____
Name

Period	1	2	3	Sem.
1. HEALTH Physical appearance and health habits.				
2. SPORTSMANSHIP Attitude of fair play; give and take; loyal cooperation and obedience.				
3. WORK Willingness and diligence in performing tasks; an efficient workman; appreciates dignity of manual labor.				
4. THRIFT Care of one's own property; school property; wise use of time; use of money.				
5. COURTESY Consideration of others; good manners.				
6. LEISURE Worthy use of it; wholesome out-of-school activities.				
7. SERVICE Readiness to assist others; obliging and willing service.				
8. COOPERATION Good team worker.				
9. SELF-RELIANCE Independence; self-confidence; accepts responsibility; initiative; doesn't hesitate to try.				

Meaning of Marks:

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

____
Teacher

SPELLING

A plan for teaching spelling is given on pages 28-29 in *Living Your English* - Grade 9. Here is an alternate plan:

For teaching spelling lists to slow learners, here are some suggestions:

1. Only a few words should be introduced in a given lesson.
2. Each word should be studied separately.
3. The meaning of each word should be unequivocally clarified by its being used in both oral and written sentences before the word is taught as a spelling word.
4. Each word to be learned should be pronounced by the class in unison - and then by various class members.
5. The letters in each word should be noted, each separately.
6. Any known phonetic principles which are applicable should be applied (although it is not suggested that each phonetic element be studied).
7. The word should be copied - then spelled aloud by the teacher so that each student can check his spelling letter by letter.
8. The student should then try to write the word from memory.
9. After the words for the day are thus studied, a brief test should be given to evaluate the extent to which the class has learned the words. Words missed by large numbers of students should be reviewed the following day.
10. Each day's lesson should include a review (as a portion of the daily test) of several words from the previous lessons.
11. Weekly tests should be given.
12. Study connected with spelling:
    - Alphabetizing
    - Words frequently confused, including homonyms
    - Plurals and possessives of nouns
    - Continents, countries, states, cities
    - Contractions
    - Abbreviations
    - Suffixes, prefixes, roots

Paul M. Roberts' *Spelling in Action* for 9th grade
Amsco Publications
45 East 17th
New York 3, New York

E. P. Simmons' *The New Standard High School Spelling Scale*

The first step in diagnosing the reading needs of slow learners should be an appraisal of their vocabulary development, including their mastery of the Dolch List of 220 Basic Words. These basic words appear often in all types of reading. If there are students who have not mastered the Dolch List, immediate steps should be taken to teach these words.

The primary factors in word recognition are accurate perception of and retention of the visual image of the word. Slow learners often have difficulty in both areas. Here is a word-study plan (it combines visual, phonetic, and kinesthetic methods) that may help students develop clearer perception of and better retention of word form:

1. See the word in context. Make certain of its meaning.
2. Say it. Apply any known phonetic generalizations.
3. Copy it. Note any identifying visual characteristics.
4. Write the word several times - calling each letter as it is written.
5. Cover the word. Write it from memory.
6. Read again the context in which the word was first seen.

F-1124 Make Alphabetizing Work for you
F- 565 Dictionary I, II
F- 566 Encyclopedia

DOLCH WORD LIST

start
done
use
full
wash
eight
hurt
own
shall
both
these
first
write
those
never
been
clean
better
thank
want
our
which
every
gave
don't
pick
only
know
carry
wish
kind
try
any
show
does
much
always

got
bring
draw
off
fast
grow
because
best
were
read
found
if
get
ten
just
was
around
to
far
think
fall
could
find
small
goes
may
pull
their
light
open
hot
would
hold
very
buy
came
now

live
laugh
warm
many
where
ate
tell
us
together
once
give
upon
please
why
right
seven
has
went
made
sit
drink
keep
how
have
well
new
again
let
cut
eat
green
on
her
him
are
too
over

myself
five
must
ask
sing
what
after
about
there
with
work
ran
or
say
of
take
put
funny
white
am
round
when
them
pretty
will
cold
sleep
here
call
help
ride
your
make
his
out
stop
walk

before
under
as
but
then
fly
from
some
its
soon
old
for
down
play
it
jump
I
this
three
an
yes
long
no
saw
had
come
like
who
did
going
that
they
run
away
said
four
do

by
so
all
at
my
black
one
little
not
today
be
six
brown
good
can
look
me
is
read
big
we
you
go
he
yellow
she
blue
up
and
into
see
in
the
two
a

200 SPELLING DEMONS

- absorption
- ache
- acquitted
- across
- again
- aggravate
- aghast
- all right
- ally
- already
- always
- among
- analyze
- answer
- anxiety
- arctic
- ascent
- athletics
- auxiliary
- because
- beggar
- beginning
- believe
- blue
- boundary
- break
- built
- buoyant
- business
- busy
- buy
- cafeteria
- can't
- ceiling
- cemetery
- chauffeur
- choose
- clothes
- colonel
- color
- column
- coming
- confidence
- conscious
- coolly
- could
- country
- dealt
- dear
- develop
- disastrous
- discipline
- doctor
- does
- don't
- early
- easy
- ecstasy
- eighth
- enough
- every
- exceed
- existence
- extraordinary
- fascinate
- February
- fiery
- forehead
- forfeit
- forty
- friend
- fulfill
- grammar
- guess
- half
- harass
- having
- hear
- heard
- heinous
- here
- hoarse
- hour
- hypocrisy
- illiterate
- independent
- indictment
- instead
- intercede
- irrelevant
- knew
- know
- laid
- library
- livelihood
- loose
- lose
- maintenance
- making
- maneuver
- manufacturer
- many
- mattress
- meant
- miniature
- minute
- mischievous
- much
- municipal
- necessary
- none
- noticeable
- occasion
- occurrence
- often
- omitted
- once
- origin
- parallel
- paralysis
- parliament
- pastime
- perseverance
- piece
- prairie
- precede
- professor
- pronunciation
- quiet
- quite
- raise
- read
- ready
- receipt
- receive
- referred
- rescind
- restaurant
- rheumatism
- rhythm
- sacrilegious
- said
- says
- schedule
- seems
- seize
- separate
- severely
- shoes
- siege
- since
- sincerely
- some
- stationery
- straight
- studying
- succeed
- sugar
- superintendent
- suppress
- sure
- tear
- tendency
- their
- there
- thorough
- though
- through
- tired
- today
- together
- tonight
- too
- trouble
- truly
- Tuesday
- two
- tyrannical
- until
- used
- usually
- vengeance
- very
- vilify
- wear
- Wednesday
- week
- weird
- where
- whether
- which
- whole
- women
- won't
- would
- writer
- writing
- written
- wrote
- yacht

NINTH GRADE BASIC SPELLING TEST

absence
accept
across
advise-advice
against
all right (no other form)
almost
already (time)
all ready (preparedness)
although
altogether (entirely)
all together (group action)
among
angel
angle
answer
arctic
around
arouse
arrange
arrangement
athlete
author
beginning
believe
breathe
breath
business
calendar
careful
carrying
certain
choose
chose
cloths
clothes
coming
decide
definite
different
dining
disappear
disease
divide
easily
enemy
except
February
finally
forty
fourth (forth)
friend
farther
further
government
governor
grammar
guard
height
hoping
independence
interest
it's
its
kindergarten
later
latter
length
library
lose
loose
many
mathematics
meant
neither
niece
ninety
ninth
omit
omitted
opinion
paid
perform
piece
planned
pleasant
possible
prepare
prove
quiet
safety
scene
science
several
sense
shining
speech
stopped
straight
strength
studying
surprise
syllable
than
then
their, there, they're
thought
through
together
tries
truly
until (till, 'til)
using
Wednesday
weather
whether
where
writing
written
you're, your
whose, who's
woman
women